

# THE DARTMOUTH BI-MONTHLY

A MAGAZINE FOR GRADUATES OF  
DARTMOUTH COLLEGE



Volume I.

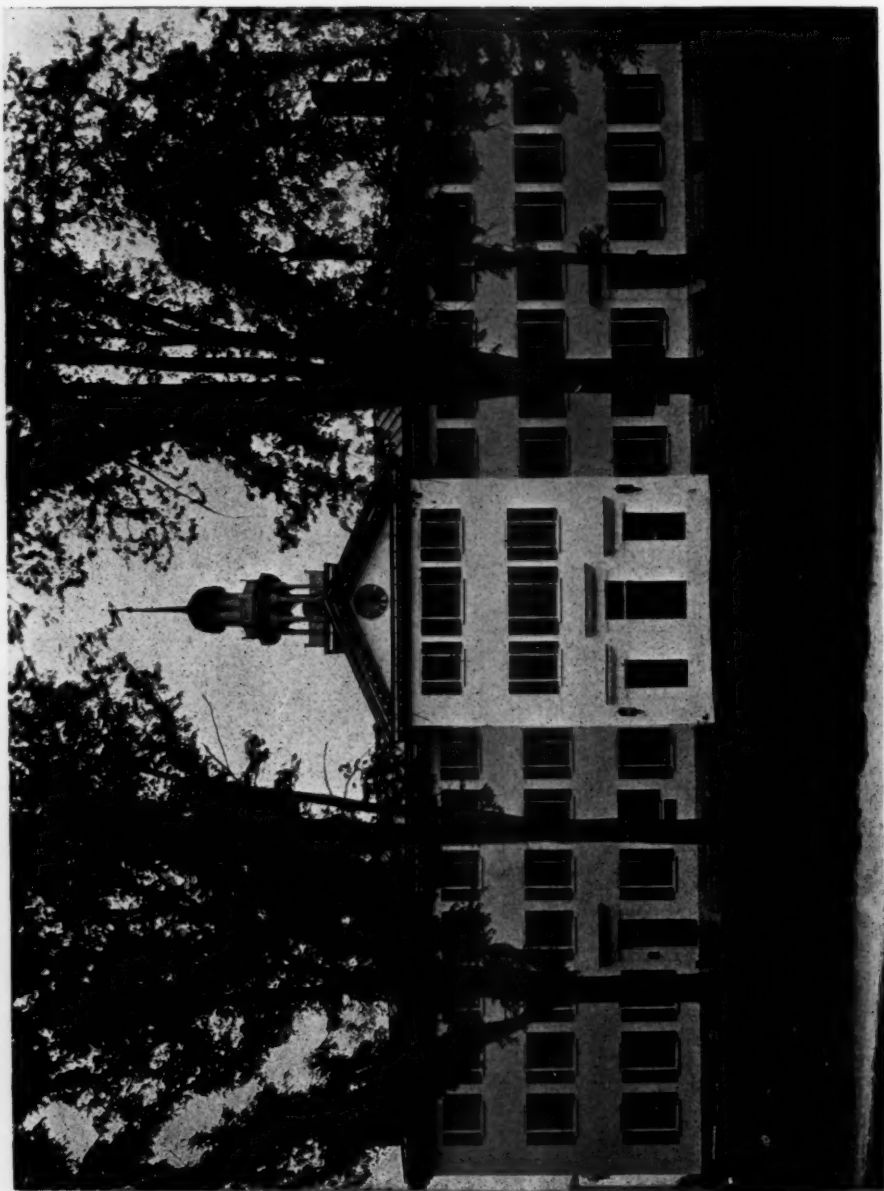
JUNE 1906

Number 5.

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THE NEW DARTMOUTH HALL



# THE DARTMOUTH BI-MONTHLY

A MAGAZINE FOR GRADUATES OF DARTMOUTH COLLEGE

EDITED BY ERNEST MARTIN HOPKINS

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**Vol. I**

**June, 1906**

**No. 5**

## PROGRAM FOR COMMENCEMENT

### SATURDAY, JUNE 23

8.00 P.M. Speaking in Dartmouth Hall for the class of 1866 prizes and the Barge gold medal.

### SUNDAY, JUNE 24

10.30 A.M. Baccalaureate Sermon by the President of the College.

8.00 P.M. Address before the Dartmouth Christian Association by the Rev. G. G. Atkins of Detroit, Mich.

### MONDAY, JUNE 25

2.30 P.M. Class Day Exercises.

5.00 P.M. The Dartmouth Club of New York will pour tea at College Hall.

8.00 P.M. Operetta, "The Founders," with concert by the Mandolin Club.

10.00 P.M. Promenade Concert in College Yard.

### TUESDAY, JUNE 26

9.00 A.M. Meeting of the Phi Beta Kappa Society.

10.30 A.M. Public meeting of the Phi Beta Kappa Society; Address by Ex-President Andrew D. White, LL.D., of Cornell University.

2.00 P.M. Annual meeting of the Alumni Association, including the presentation of Dartmouth Hall to the Trustees by Melvin O. Adams, Esq., Chairman of the Central Committee on the Dartmouth Buildings Fund; the report of the President to the Alumni on the condition of the College; and the routine business of the Association, with the reports of the committees. The Alumni will form in procession at College Hall at 1.45, preparatory to the exercises of the presentation of Dartmouth Hall.

4.00 P.M. Baseball game.

5.00 P.M. Reunion of the Greek Letter Fraternities.

7.45 P.M. Presentation by the Dramatic Club, "For One Night Only," with concert by the Glee Club.

9.30 to 11 P.M. President's Reception in College Hall.

### WEDNESDAY, JUNE 27

9.00 A.M. Prayers in Rollins Chapel.

9.30 A.M. The procession will form in College Yard for the Commencement Exercises in the College Church, including the conferring of degrees in course and honorary degrees.

12.00 M. Lunch in College Hall.

9.00 P.M. The Commencement Ball.

THE weeks of spring have swiftly passed and the Commencement season is close at hand. The undergraduates have gone, glad to get away, for they are to return. The Seniors, hard upon the event for which they have longed inversely to its proximity, in calm disregard of partings to come, are making merry amid the pleasures of the present. The graduates meanwhile are counting the days to the season when the clock can be turned backward; when life can be lived for a few short hours with the companions of college days; when without protest, voices, however untuneful, can be raised in approximations of once familiar tunes; and when hours whose use at home would be desecration (and so viewed by the local constabulary) can be confiscated to piece out days too short. The Commencement season has its own significance. He who has seen the parting hand-clasp of Seniors going their separate ways, or he who has seen the greetings between reunited college friends, has seen the token of a relationship hardly duplicated at any other place or at any other time in life. This is the spirit of the Commencement season.

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The program of Commencement follows the usual order. On Tuesday, however, many will find their chief interest, for on this day the formal presentation of Dartmouth Hall to the Trustees will be made by Mr. Adams, in behalf of the alumni who have

given it. Letters from graduates bear abundant testimony that love of the old has been strong enough to breed affection for the new, and that many a man will make a "Pilgrimage" as Mr. Adams terms it) to see the new hall. The building has already served its apprenticeship. A description has been published in a previous issue of the BI-MONTHLY. The value of the hall to the College plant cannot be estimated. Much has been expected of it. Realization has exceeded expectation. And when we consider the utility of a building in which three hundred classes a week meet, or when one is influenced by the sentiment of the close approximation of the old exterior in the new, or by the associations of the late afternoon shadows darkening the face of the hall, conviction grows strong that as a monument to the loyalty of the alumni and as a memorial to that whose name it bears, the new Dartmouth is fit.

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It is an interesting fact, in these times when the relative proportions of graduates of the College going into the different professions and into business are so changed from the earlier years, that the per cent of men going into teaching is markedly increasing rather than decreasing. This means, of course, a large increase in actual numbers. Such a fact puts its new responsibility on the College, to afford the opportunity for special preparation for teaching in-so-far at

least as such can be offered through the Master's degree, properly guarded. The circular of information for graduate students, recently issued by the Committee on Graduate Instruction, sets forth clearly the requirements for the degree and marks the standard which is to be kept. Its opening statements are of interest to many outside the candidates for the Master's degree and are herewith given :

"It is the policy of the College definitely to encourage study leading to the Master's degree. Courses leading beyond this, to the Doctor's degree, are given only under exceptional circumstances.

"The work for the Master's degree may be taken by graduates of this or other colleges in residence, by graduates of this college not in residence, but working under direction of a Department of the College, and by graduates of this or other colleges who complete a sufficient number of courses of graduate grade in the Summer School.

#### THE WORK OF RESIDENT CANDIDATES

"For resident candidates for the Master's degree the major requirement is at least six hours in *strictly graduate courses* in one department for two semesters (twelve semester hours.) In addition to this the candidate must in each of the two semesters complete six hours of *advanced* work in the same department or in an

allied department. (In this, the minor requirement, the work may include undergraduate courses of advanced grade.)

"Both major and minor courses will be prescribed by the Heads of Departments immediately concerned, and are subject to the approval of the Committee on Graduate Instruction.

"A Master's thesis is required unless special excuse is given by the Committee on Graduate Instruction.

"Before beginning his major graduate courses in any department, a candidate must ordinarily have completed an undergraduate major in the same department, as defined in the annual catalogue. But in case a graduate student wishes to take his Master's degree in a department in which he has not completed an undergraduate major, the Committee on Graduate Instruction will, upon recommendation of the department concerned, permit him to begin his major graduate courses while taking the advanced undergraduate courses necessary to complete the undergraduate major; and these advanced undergraduate courses may be counted as a part of the minor work for the Master's degree.

"Seniors who have time available beyond that necessary for completing the requirements for the Bachelor's degree are encouraged to supplement their undergraduate schedule by taking courses of graduate grade. These courses will be credited toward their Master's degree.

### THE WORK OF NON-RESIDENT CANDIDATES

"The requirements for non-resident candidates are substantially the same as for resident candidates, but are necessarily measured in terms of work done, without regard to semesters and hours. Ordinarily, a non-resident candidate finds it necessary to spend from two to three years upon the work for the Master's degree.

"A non-resident candidate should first correspond with the Head of the Department in connection with which he wishes to study. The departments attempt to adapt the work to the individual needs and interests of the candidates.

"After the general lines of work have been determined through this correspondence, a detailed course of work is laid out by the department, and is transmitted to the candidate through the Committee on Graduate Instruction.

"Through occasional correspondence the department follows the work of the candidate until he is ready to present himself for examination.

### THE WORK OF GRADUATE STUDENTS IN THE SUMMER SCHOOL

"Graduate students in the Summer School will be treated as resident candidates, so far as their graduate courses in the Summer School are concerned. But they may supplement these resident courses by other work to be done as non-resident students and so diminish the number of sessions of the

Summer School necessary for the attainment of the degree. Graduates of other colleges must, however, complete in residence at least fifteen of the twenty-four semester hours required for the degree.

### GRADUATE SCHOLARSHIPS

"Ten scholarships, yielding two hundred dollars each for one year, are open to graduates of the College who wish to continue their studies in residence. These scholarships are designed particularly for those who intend to teach, but are not limited to those who have this end in view. A graduate student who receives one of these scholarships may also have the tuition fee remitted in return for service rendered the department in which he is doing his work, or in return for clerical service in one of the College offices.

"Two scholarships, yielding three hundred dollars each for one year, drawn from the Moor's Charity Fund, are applied by designation of the Trustees of the Fund to graduate students assigned to instruction in the Hanover High School.

"Six other scholarships are assigned to graduate students serving as assistants in the Departments of Biology, Chemistry, and Physics. The income is determined by the amount of assistance rendered.

"Application for scholarship based upon assistance in the Departments of Biology, Chemistry, and Physics should be made to the Heads of these Departments. Application for all

other scholarships should be made to the Chairman of the Committee on Graduate Instruction, after consultation with the Head of the Department in which the student wishes to do his major work."

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The enrollment of Dartmouth men who have gone into teaching, heretofore the task of a single department, has been made the business of a special committee appointed by the President. Men qualified to carry on this project to its highest efficiency have been appointed to the membership of this committee. The work will be broadened and made as comprehensive as may be, and the committee's catalogue will be made as accurate as possible, not so much as a matter of record as for the advantage of the teachers. The endeavor will be to make this proposition a very practical thing, and it is the hope that in this way, through this committee, teachers may have the maximum opportunities to find their work, and that schools may have chances to secure our best men. If the College can assist at any point to the mutual advantage of schools and teachers, it ought to do so, and to do this will be the aim of the committee. Professor H. E. Burton is the secretary.

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The Trustees of Dartmouth College held their annual spring meeting in Concord, Friday and Saturday, May 25 and 26, and much of the business

transacted is of much interest to the alumni.

Final authorization was given for the building of two new dormitories necessary to complete Fayerweather Row, facing into the College Yard. These dormitories will be built by the College, under the supervision of Mr. E. H. Hunter, the College engineer. They will be of red brick, three stories high, and of simple colonial design. The two halls will give added accommodations for a hundred men and bring the total capacity of the College buildings to over seven hundred.

In view of the approaching completion of the Alumni Fund of \$250,000, from which the new Dartmouth Hall has already been built at a cost of \$100,000, it was voted to accept the architect's plans for Webster Hall, and to go ahead with the building of this, provided it was ascertained that the hall could be erected at a cost not exceeding the amount in hand. This building is to be a large auditorium capable of seating about sixteen hundred persons, and arranged especially for academic occasions of all sorts. It will be placed at the northeast corner of the College Green, and will complete the long projected quadrangle at the head of the Green.

The resignations of Dr. Kan-Ichi Asakawa, lecturer on the Far East, and of Franklin C. Lewis, instructor in Education, were tendered and accepted. Doctor Asakawa leaves Dartmouth to accept a position in the Oriental Department of Yale Univer-



sity. Doctor Asakawa's withdrawal is much regretted and the loss is a unique one, but one which must be accepted since Dartmouth cannot undertake to build up an Oriental Department. Mr. Lewis has accepted the office of superintendent of the schools of Ethical Culture in New York City, a position in which he has already won high praise.

Professor C. F. Richardson of the English Department, Professor H. H. Horne of the Department of Philosophy, and Professor R. W. Husband of the Department of Greek, take their sabbatical years, 1906-1907, and Mr. C. N. Gould is given leave of absence for the same year.

The Department of Modern Art was established. The establishment of this new department was contemplated in the granting of a leave of absence of two years to Mr. Homer Eaton Keyes in 1903. Mr. Keyes returned at the beginning of the year and began the work planned. The department is now formally established and Mr. Keyes is elected Assistant Professor in Modern Art.

The following elections to the grade of Assistant Professorship were also made:

Mr. Prescott Orde Skinner in the Department of Romance Languages, Doctor John H. Gerould in the Department of Biology, Doctor John M. Poor in the Department of Astronomy, and Mr. Warren M. Persons in Economics in the College and Finance in the Tuck School. Mr. Persons comes from the University of Wisconsin

and succeeds Professor Young, who has recently taken the head of the Economics Department at Leland Stanford.

Mr. Ralph M. Barton was elected to an Instructorship in Mathematics and Mr. Ernest R. Groves, Dartmouth 1903, Associate Professor of English in the New Hampshire State College, was elected to an Instructorship in English. Mr. Gaetano Cavicchia was appointed Instructor in Romance Languages. Mr. George W. Putnam, Dartmouth 1905, was appointed an Assistant in Greek and Mr. Eugene R. Musgrove, of the same class, was appointed an Assistant in English.

Doctor Charles H. Johnston, a graduate of the University of North Carolina, and of the Graduate School of Harvard University, was appointed Instructor in Philosophy in the absence of Professor H. H. Horne. Mr. McBurnie Mitchell, graduate of the University of Chicago, now studying at the University of Berlin, was appointed Instructor in German in the absence of Mr. Gould.

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The ethics of college sports were never so much a question of public interest as in the last few months, and it is to be hoped that much will be gained from the discussion. The discontent with athletic conditions in our colleges, which has been increasingly active during the last few years, became so strong during the fall that action on the part of those responsible for athletics in the respective colleges

and universities became imperative. The radical condemnations of football by President Eliot in the East and by President Wheeler in the West, together with the fact that in the minds of the public football stood as the distinctively collegiate game, focused the attacks upon this single branch of athletics. For a time it seemed that the faults germane to intercollegiate athletics as a whole were to receive no attention in the general agitation, so great was the concentration of opposition to the conditions in this one branch of sport. Fortunately, however, the inquiry has widened; evils of the general athletic situation have been studied, and steps have been taken to correct them; publicity has been given to the methods of athletic boards and the details of financial managements, and further knowledge of things as they are promises to bring better understandings between the governing bodies, having athletics in charge, and the undergraduate and alumni bodies on the one hand; and between the governing bodies and those from whom they derive their authorities on the other hand. If only the latter results are secured, the upheaval will have been well worth while.

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Within the period of the last ten or fifteen years, no committees representing the faculties of the different colleges have had more continuous responsibilities than the committees on athletics. Troublesome questions

involving no clearly defined standards of right and wrong have been always with them. Vexations and harassments have been their daily portions. At Dartmouth, at least, the confidence in the faculty committee has but increased its load of responsibility, for the alumni in electing faculty members to the Athletic Council have chosen to designate each year those same men who have been the faculty committee. Much friction in the administration of athletics has thus been avoided without doubt, but it has been at the expense of painstaking care on the part of those members of the faculty who have held the balance of power between the component parts of the College. Nothing could be more desirable than that the work of the athletic committees should be followed and the policies understood. Few things could be less profitable than to look at isolated details without knowledge of the contextural constituents of a specific athletic policy.

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Conditions at Dartmouth were better five years ago than formerly; they are better now than then. Under these circumstances, many Dartmouth men have not understood the popular concern about college sports. But it was for the advantage of all that since the discussion was on it should not stop with football, but should endure until policies were plain and tendencies were marked. The trend in sports toward better things has been definite and would have continued.

Perhaps ideals have been more plainly defined and progress toward them hastened by public discussion. At any rate collegiate athletics have not been denied any of the advantages which publicity can give. How great the gain is to be cannot yet be judged.

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The courtesy shown Dartmouth by Harvard, as expressed in the following vote, is most pleasant. The appreciation of it reaches far beyond the College:

"At a meeting of the President and

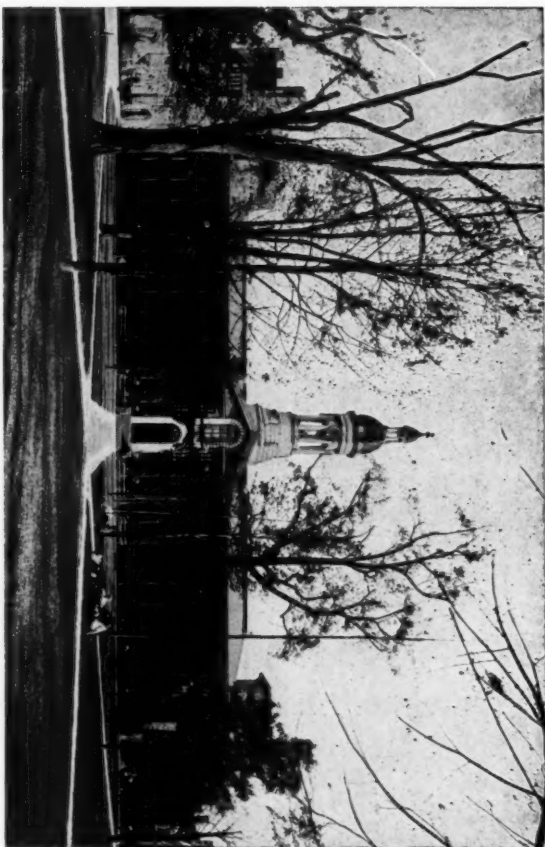
Fellows of Harvard College in Boston, May 28th, 1906, the Librarian having reported that the University was in possession of certain early broadsides of Dartmouth College which were lacking from the library of that College, namely the catalogues of 1803 and 1805, respectively, and the catalogue of the alumni of 1792, it was: *Voted* that the Librarian be authorized to offer these catalogues to the Library of Dartmouth College.

"A true copy of record,

"Attest:

"Howard L. Blackwell, Comptroller.

"Mr. William C. Lane, Librarian."



**NASSAU HALL.**  
**Princeton's Oldest Building; Completed in 1756**  
The first building of that trio, Nassau Hall, University Hall at Brown, and Dartmouth Hall, which represent the best architecture of the Colonial period.





## CONFERENCE OF MODERN LANGUAGE TEACHERS OF SECONDARY SCHOOLS

A CONFERENCE for the Teachers of Modern Languages in New England was held on May 3, 4, and 5, in Dartmouth Hall, under the auspices of the French and German Departments of Dartmouth College, with an attendance of about seventy-five teachers. Mr. Morrison, State Superintendent of Schools in New Hampshire, was appointed chairman, and served throughout the series of meetings.

The first two speakers, Mr. P. O. Skinner and Professor A. K. Hardy, dealt exclusively with books which should form the library of those who are to teach French and German in an effective manner. These lists of books are to be augmented, and a printed copy of each one is to be sent to every teacher who was present at the Conference.

The paper read by Mr. Watson, of the English Department of Dartmouth College, dealing with the practical use of the Phonetic Method of teaching pronunciation of foreign languages, aroused considerable interesting comment. The Phonetic System seems to be the only possible way of teaching an adult the correct pronunciation of a language, unless he can devote years to study. It is practical for American schools. The trouble in America that prevents its use is that Americans are unwilling to give the time required to learn to pronounce well a foreign language. Any approximation seems to be sufficient for them. No system can teach pronunciation in

a few lessons, the Phonetic Method does not claim to be able to do that. It is, however, as rapid as is consistent with thorough work.

The lecture at the evening session was by Professor Horatio S. White on the Disciplinary and the Cultural Value of the Modern Languages. Professor White's argument, which he elaborated in detail with much effect, was that while modern languages cannot expect to displace Latin and Greek for humanistic training, nevertheless the disciplinary and cultural value of modern languages is such that they are of large importance for such training and that their benefits may be made to approach closely those of the ancient languages.

Miss Mary Stone Bruce's paper on College Entrance Requirements in French may be summarized as follows:

Without exception all colleges insist that students that come to them for examination in French be well prepared in the elements of French grammar, and that they be able to translate well into English fairly easy French prose and poetry. Furthermore, while the colleges differ slightly in the statement of requirements for this part of the examination, they agree in adding: "The candidates should be able to write ordinary French from dictation," and "Pronunciation should be carefully taught, and pupils should have frequent opportunities to hear French read or spoken." But when the time comes for examination the candidates find before them some lines of more or less connected prose, a few ir-

regular verbs, but not the slightest opportunity to prove that they have really acquired the power of understanding spoken French and of writing it under dictation.

Teachers, then, come to regard this dictation and pronunciation work as unnecessary, or at least superfluous, with the result that they disregard it and devote all their time to other things. Now, it is clear that more than half of the high school pupils never go to college, yet for the sake of those who are preparing to take entrance examinations they are made to sacrifice the chance to learn to understand spoken French. The aim of the teacher has become, then, to enable his pupils to pass examinations, and not to give them a useful knowledge of the spoken language. French Composition on entrance examination papers should be based upon some definite text, for it is not vocabulary, but rather construction, that is to be asked of preparatory schools. In private schools the teachers have an advantage over the instructors in the high schools, for practically every student in the former schools is preparing to enter college.

Professor Dow, in speaking of the defects in preparation in French, laid particular emphasis on the fact that the beginner is given by far too much detail in grammar. As a result he loses the inspiration that comes from actual contact with the living part of the language at an early moment in his study. Instead of going painfully through a long grammar, taking everything as it comes, it has seemed best to the teachers in Dartmouth to employ a grammar of some thirty lessons, in which all the essentials are given, and to take at first only the French into English leaving the translation of the English into French for the review.

With this method the student gets to reading at the end of the second month, at the latest. A large amount of reading gives a sense of progress to the pupil, yet it is clear that beginners cannot be expected to read very carefully long passages. To remedy this defect let the teacher require the accurate translation of only a small part of the lesson, leaving the remainder to be read for an appreciation of the meaning only.

When the grammar has been carefully reviewed, composition, based on some text, should be introduced, for in this way an excellent opportunity for the study of idiomatic expressions, which have purposely been omitted up to this time, is given. To train the pupil in pronunciation he should be required to read aloud what he has written, or to read, after the teacher, parts of the translation lesson that has been assigned; and to accustom his ear to the sounds of the new language he can very profitably be required to write French under dictation.

Mr. Eugene F. Clark, speaking on the requirements in German for entrance to college, favored the adoption of requirements which would encourage more thoroughness of preparation, rather than partial knowledge of many works, and he urged a<sup>9</sup> completer knowledge of pronunciation.

Mr. Stewart, speaking on the defects in preparation in German said, a great deal of the bad pronunciation from students who take the college examinations results from the fact that their courses in German, under the stress of work in the last year of preparatory schools, have been neglected, or totally abandoned. In reality there should not be any break between the secondary school and the college.

The average candidates for entrance to colleges pronounce the German language fairly well. Especially is

this true when the phonetic method has been used in teaching them the sounds. To train the pupil's ear to the sounds of the language the employment of dictation is extremely useful; but sporadic attempts to profit by its use are not worth while.

On the whole, students coming from the secondary school are able to translate fairly well simple prose, but as soon as anything somewhat complicated is presented to them they do extremely careless work. The reason for this does not lie in the fact that they have not had a fairly good preparation in the elements of German Syntax, but rather in the fact that they never have received sufficient drill in English or Latin Grammar to enable them to co-ordinate the different parts of the sentence. This condition of affairs is especially manifested in the careless translation of conjunctions and adverbs.

The paper that called forth the greatest amount of discussion was read by Mr. Julius Tuckerman, of the Central High School of Springfield, Mass. A summary of it follows:

For many years Latin and Greek have held a certain definite position in the requirements for entrance to college, and the result is that colleges have now a uniform standard for such examinations. There is always in the catalogue a very definite statement as to what is required, in the way of amount of reading and in the amount of time that must be spent in preparation for accomplishing the work if students are to be able to pass the examinations. Now this is not so with respect to the study of Modern Languages, which only of recent years has taken on any considerable importance. Colleges, although they might easily conform with the Report of the Committee of Twelve, have

not yet announced with any degree of uniformity, the exact titles of books or the precise amount of work that shall be insisted upon from the students if they wish to present themselves for the examination.

There is, furthermore, in Latin and Greek, a definite understanding as to what a year's work in those branches means. In French and German, on the other hand, there is such lack of uniformity that a pupil going from one school to another can never be sure that he has satisfied the requirements for entrance into the new institution.

On account of the importance given to Latin and Greek, each of which outweighs twice over French and German together, it is very clear that secondary school teachers will inevitably put the greatest stress on the Classical Languages, for their work has now developed into a struggle for points at the time of the examinations, and not into a desire to instill a certain amount of culture into their pupils. The colleges are wholly responsible for this chaotic state, for they will not give sufficient amount of credit to the Modern Languages to make it worth while in the secondary school teacher's eyes to have his pupils study a language as it should be studied, namely, with due attention to the pronunciation and to the development of the power to understand the language when spoken or read. Colleges agree only on demanding a certain amount of reading, some 300 pages. To get onto some sure ground, then, the teachers hurry their pupils through a minimum amount of grammar in order to get them to reading. Thus it is that instead of approaching a language, which is a spoken thing, through the proper channels, all beginners approach

it almost exclusively through the silent letter of the printed page.

Nobody will deny that if the colleges should abandon the habit of requiring a certain amount of work to be done on certain Latin and Greek books, and should allow the preparatory schools to make their curricula suit their own convenience, it would be a decided step backward. Conversely it would be a great step forward if a certain amount of work were required on certain books in preparation for the examinations in French and in German for entrance to college.

The two aims of secondary school teachers are: to teach French or German for the sake of the culture that will result; or to teach just enough of one or the other of these languages to enable the students to pass the college requirements. Evidently these two objects are antagonistic. Either a great amount of time must be spent in training the ear and eye of the pupil, sacrificing the hope of covering huge amounts of reading in a slipshod manner in the expectation of getting quantity to atone for quality, or else the emphasis must be put on reading, to the neglect of the living features of the language. This latter is the more prevalent condition, for there is no likelihood that the college will give to ability to pronounce and understand French or German any credit commensurate with the amount of work that must be put into them for that purpose.

By uniting on demands like the following ones the colleges could do a vast amount of good for the preparatory schools:

(1) Let more time, and a given amount of time be given to the preparation of Modern Languages.

(2) Let a few specified books be read and studied carefully.

(3) Let more attention be paid to pronunciation and to training in understanding spoken French.

(4) Let an elementary knowledge of both French and German be required of all who enter the colleges.

(5) Let the French and German have as many credits as the Latin or Greek.

Nearly all secondary school teachers are now complaining that it is not possible for them to give the proper amount of time to the Modern Languages, on account of the pressure exerted by the other branches. If, however, the colleges demanded a reasonable amount of work and insisted on a reasonable amount of time to do it, then the teachers, freed from the worry which comes from the knowledge that a certain large amount of reading must be done, would go to work in a more leisurely way and would spend the necessary time to make sure that the principles were mastered by every pupil.

If there were a certain list of books to be used nearly every year we undoubtedly would soon find that a distinct advance had been made by the publishers, who would vie with each other in getting out the best notes or the clearest vocabulary. But now we have at times books that are fit neither for a preparatory school nor for a college.

Now that the secondary schools have teachers who are competent to teach a good pronunciation to their pupils, rapidity in reading should be sacrificed, if necessary, to allowing the student to get a fairly acceptable pronunciation, for unless he does get it in the preparatory school the chances are that he will never acquire it. Rapidity in reading can easily be gained in college. Only a simple dictation would be required to prove

to the authorities whether or not the student recognized the sounds in French or in German. Little by little then the requirements for the Modern Languages would become as difficult as are those for the Latin and the Greek. Naturally, then, the amount of weight given for the former languages would naturally equalize that of the latter.

Furthermore, under such conditions there might be introduced into the classes a study of the institutions of other countries than their own, just as now the classical students are required to familiarize themselves with the ways of the ancient nations.

The Germans have of late adopted a motto that governs the choice of books to be used in the secondary schools. This motto is: "Wertvoller Inhalt in Edler Form." To how many of our text books of fairy stories and tales could such a motto be applied? Very few, indeed.

Mr. Tuckerman gave an outline of a three years' course in French and in German to illustrate his points, and closed by saying:

There are two things which the teachers of Modern Languages need especially at present: First, a periodical that will treat in a practical way the everyday problems that a teacher meets in his class-room. Second, the establishment in college of a one year's course for those who intend to teach Modern Languages. At present most colleges are concerned with turning out investigators, not teachers, and it is not fair to assume that a man with a Ph. D. is any better qualified to impart instruction than one without such an ornament. If the colleges would devote more attention to this matter they would be casting bread upon the waters that would surely return to them in the

shape of students who with better preparation would eventually raise the whole standard of Modern Language instruction in this country.

Under the head of Personal Experiences in teaching elementary French and German, Mr. Head, Miss Averill, Miss O'Leary, Professor Adams, and Mr. Alder, spoke, without exception, in favor of the Grammar Method instead of in behalf of the so-called Natural Method.

Without taking up the discussion in detail, a digest is given herewith of Mr. Alder's paper:

After outlining the work of the German Department at the Phillips Exeter Academy and calling particular attention to the stress laid upon the grammar training of the students, Mr. Alder spent the rest of his time discussing the methods that are in use in Exeter to bring the students into closer touch with the life and customs, the culture and the aims of the German people. To quicken the interest and to give to the work a pleasant aspect Mr. Alder has organized a *Deutscher Verein* among the students, at the meetings of which the literary programs are for the most part entirely in German. One especially pleasing feature is the interest shown by all the members in German customs, which are frequently discussed at length, by the students as well as by the instructor. It is thus that a great stimulus is given to the work in conversation and composition for which there is not adequate time in the class-room.

A *Verein*, energetically managed, is as stimulating to the teacher as to the pupil. It affords him a constant field for his originality, prevents his German from crystalizing into class-room formulas and keeps his mind constantly alert for interesting material



regarding Germany. To the student it is an "open sesame" to much which could not otherwise be given in his German course. It furnishes him a better opportunity for practical work in speaking the language and renders him far more capable of a just appreciation of the people whose language and literature he is studying.

Professor Taylor spoke upon the subject of the value of the use of Latin in the teaching of French. He advised teachers to introduce as early as possible comments to show the origin of French in Latin and acquaint students with a brief history of the development of French out of Latin. He advised teachers to early connect the study of French with the first page of *Cæsar*, and to have students know the race from which the French have sprung, and further, make allusion to their teaching to what the invasion of the Germans added to the composition of the French language. Professor Taylor then followed with a concrete list of simple illustrations of how the teaching of French may be enlivened by relating it to Latin. In conclusion he made an appeal for a longer grammar discipline for all our students. He especially asked that teachers advise that this discipline should be through the means of Latin grammar. He called attention to the obstacles in the way to such a consideration of grammar, such as the utilitarianism of parents and school boards who desire results wholly incommensurate with the time given to grammar in our system of education.

Friday evening, May 4, Professor Frederic C. de Sumichrast of Harvard University, gave in French a very interesting illustrated lecture on "Versailles—Le Palais du Grand Roi." On the following morning

Mr. Sumichrast outlined to the Conference the origin and the purpose of the Alliance Française, a society which at the present time is having an enormous influence in widening the sphere of influence of the French language and literature. Its initial object was to develop French schools in the Orient, in the various countries in which France is charged with the protectorate over the Christians. Soon after the foundation of the society a great many Americans who were in Paris began to inquire for a school where they might be trained thoroughly in French. Thereupon the Alliance took upon itself to furnish the chance asked for, and so successfully has it done so that now teachers come from all parts of the world to follow the courses given by the Alliance in Paris, every summer.

It was regretted that neither Mr. Aldrich of Worcester Academy, nor Professor Josselyn of Boston University were able to attend the Conference. The former sent a telegram at the last moment saying that he was unable to attend, while the latter was confined to the hospital with a serious illness.

The Conference was a decided success. It aroused great activity and sustained interest on the part of all who attended. All the papers read were very practical, and (if judgment can be made from letters that have come to the College since the Conference closed) it has already had a considerable influence on the work of those who heard the discussions.

The series of annual conferences for teachers in the preparatory schools, of which this one concerning methods and problems of teaching the Modern Languages is the most recent, is profitable for the College men, no less than for the fitting school teachers.

It is of importance that teachers in the schools should understand the requirements and the aims of the College, but obviously it is also necessary that the College should comprehend the difficulties and limitations of the work in the schools.

This conference, like the others, was undertaken for the gaining as well as the imparting of knowledge,

and the contributions of visiting teachers were most profitable.

Mention is made in other columns of efforts being made by the College to be of assistance to its large quota of men in the teacher's profession. The conferences held from year to year are not an unimportant phase of this work.

## DARTMOUTH COLLEGE FIFTY YEARS AGO

*By Professor Amos N. Currier, '56, Dean of the University of Iowa*

THE writer graduated from Dartmouth College with a profound sense of its worth and of its service to himself, which years have only deepened and strengthened. At the suggestion of the editor he ventures to offer this brief sketch drawn from his memories of Dartmouth as he knew it.

Fifty years ago the College drew its students almost exclusively from the farms and small villages of New Hampshire, Vermont, Maine, and Massachusetts. Of towns of a population of ten thousand, New Hampshire and Maine had but two each, Vermont none, and Massachusetts but two outside of the eastern section. Except in a few of the larger towns, in all not more than a dozen, high schools in the modern sense did not exist. Common schools were universal and in general well taught, but in the rural districts and smaller villages were limited to two terms of not more than twelve weeks each—the winter in charge of a "master," the summer taught by a "mistress" whose pupils were mostly girls and small children. For education of a more advanced grade the almost exclusive resource was the academy, endowed and unendowed. The unendowed, entirely dependent upon tuition fees and occasional contributions from public-spirited citizens, gathered students mainly from a small group of neighboring towns, and offered instruction in the common and higher English branches, including

Mathematics and the Sciences, together with Latin, Greek, and often French. Here many boys began their preparation for college, and a much smaller number finished it, sometimes by the unpaid services rendered outside of regular classes and hours by a devoted teacher. A few boys were fitted for college by local clergymen or other college men fitted to render this service and willing to do it. A much larger number came from endowed academies, of which New Hampshire had two of first-rate quality—Kimball Union and Phillips Exeter. Of the ninety-one members of my own class in College, eight were privately prepared, four came from high schools, and seventy-nine were fitted by academies. In these academies the three years' course preparatory for college was almost exclusively determined by the requirements of Dartmouth College. These were Arithmetic, Algebra through Equations of the First Degree, English Grammar, Geography—Ancient and Modern, Greek Grammar including Prosody, Xenophon's *Anabasis*, five books, Homer's *Iliad*, four books, Sallust entire, Cicero's *Select Orationes*, ten, the whole of Virgil, Grammar, and writing Latin. Some abatement was made in the reading requirements in the case of schools noted for their careful drill. The classical training given was exceedingly exact, thorough, and rigorous. Grammar was carefully taught and

insisted upon throughout the course. Forms and the rules of syntax were memorized and applied in formal parsing in a set order, exact translation was insisted on, and when a pupil ventured upon a free rendering, perhaps on account of the vagueness of his knowledge, he was bidden to "construe," that is, to give the English equivalent of each word. But amidst all this persistent drill, such intelligent emphasis was placed upon the thought, spirit, and style of the authors read that they made a vivid and permanent impression upon the student. Whatever else may be said of this preparation for college, it was certainly a compact and consistent whole, and as such, in my opinion, superior in point of training to the sporadic, mixed, and partially elective courses now in vogue. By way of parenthesis I may remark that the best scholar in my class was a woman, but for her no college doors were open.

Admission to college by certificate even from the best schools was unknown. Without exception all must submit to an examination at the college, and that individual and separate.

The faculty of the College proper (with which alone this paper deals) consisted of the President, nine professors, one instructor and one tutor. The chairs were Greek, Latin, Mathematics, Oratory and Belles Lettres, Theology, Natural Philosophy and Astronomy, Intellectual Philosophy and Political Economy, Geology, Mineralogy, and Chemistry. The Instructor in Modern Languages, French and Italian, gave no courses except in the winter term, which formed no part of the course, counted nothing towards graduation, and was attended by only a handful of students.

As few graduate courses were accessible in this country and advanced study abroad had not become common, the scholarly equipment of the faculty was almost wholly derived from the ordinary college course supplemented by more or less private study, and in some cases by a course in a theological seminary. Most of them, however, were well versed in their specialties, four or five, including President Lord, were really able men, and one, the professor of Greek, was the most capable and stimulating instructor I ever knew. As a body, they gave the College an atmosphere of culture, refinement, and mental alertness, their habits and manners were good models for conduct, and the ideals they set before us were an inspiration to an earnest participation in the world's work with the highest aims. They were in touch with the thought and intellectual life of the period and contributed some share to it in public addresses of occasion and in periodical literature, but otherwise they wrote little and published less. There was no parade of "original research," though they were not strangers to its spirit or without its fruits. They gave themselves to their college work without reserve and were content to make trained and cultivated men their scholastic product, apparently caring less for current fame than for permanent and effective influence.

The fact that they were almost exclusively Dartmouth men insured the conservation in the main of the long-established spirit and methods, but perhaps made the College a trifle too self-centered. The infusion of more blood from without would doubtless have been a decided advantage.

The Freshman and Sophomore

years were entirely devoted to Greek, Latin, and Mathematics, with weekly exercises in themes and declamations, with very brief courses in Rhetoric and Natural Theology. The mathematics included Geometry, Algebra, Plane and Spherical Trigonometry, Surveying, Analytical Geometry and Integral and Differential Calculus. The Latin authors read were Livy, Ovid, Horace, and Tacitus; in Greek, the Iliad, Selections from the Historians, Aeschylus, Sophocles, and Euripides. In the Junior year were read Demosthenes, Plato, Cicero, Juvenal, and Terence. The other subjects were Logic, Evidences of Christianity, Rhetoric, Natural Philosophy, Mineralogy and Astronomy, themes and declamations (original) before the College throughout the year. The fare of the senior year included Intellectual Philosophy (Reid), Political Economy (Say), The Federalist, History of Civilization (Guizot), Rhetoric, Edwards on the Will, Butler's Analogy, Moral Philosophy (Wayland), Geology and Chemistry, with lectures on the English Language and Literature, and on Anatomy and Physiology, themes and forensic discussions besides original declamations before the College throughout the year.

Outside of the Languages and Mathematics no courses ran through a year, but the fact that they each occupied five or six hours per week in some degree obtained for them an attention equivalent to that secured in two or three hour courses running through a year. Then it should be noted that three subjects at a time was the almost uniform rule, an arrangement which secured concentrated and intensive study in marked contrast with the imperfect, slight, and too often superficial and confused notions gained

when the schedule of work is wholly or mainly made up of two or three hour courses, often only slightly related and hence altogether covering a wide field. It will be noticed that the course of study was fixed and compulsory from beginning to end. The elastic curriculum with the introduction of the so-called practical studies, advocated by President Wayland and in some measure introduced at Brown University, so far as I know found no favor with the faculty or students. In any case, student opinion and student wishes, if expressed, would have been without influence upon the result, as of persons uninformed and inexperienced in such matters. I have no reason to believe that debates over the educational values of different branches ever disturbed the serenity of faculty circles, or that they were ever invaded by the strife over the position of studies in the course or the time allowed them. As electives were unknown, no professor was tempted to offer easy or attractive courses to secure large classes.

But in the composition of the course of study, with its emphasis upon the Classics and Mathematics and its inflexibility, Dartmouth did not differ essentially from the colleges of its rank. At Yale electives were limited to a choice between three courses in Mathematics in one term of the Sophomore year, and to a choice between Greek, Latin, and Mathematics in two terms of the Junior year. In the third term of the Junior year the following elective studies were allowed: Select Greek and Latin, Hebrew, Modern Languages, Practical Surveying, but only in addition to the required studies of the term. Modern Languages might be taken at any time during the course as extras



and must be paid for as such. At Harvard electives were provided for only in the Junior and Senior years, and there were confined to a choice between the Classics, Modern Languages, and Mathematics. It will be noticed that neither at Harvard or Yale was there any provision among the electives for emphasis upon the political or social or the material sciences which have gained such general and deserved favor in our time. For one thing, the emphasis upon the humanities from the beginning of the preparatory course gave some view of the field of the historical and political sciences, and for another their full day had not come. Nor had the material sciences or English Literature won the recognition due to their importance, while Zoölogy, Morphology, and Botany had no place in the curriculum. The same may be said as to the modern languages, the essential importance of whose literatures as instruments of culture and storehouses of priceless content were greatly underestimated at the very least as elements in undergraduate courses of study. Then in a fixed course of study with continuity and correlation of work, the number of subjects was necessarily limited. The College was not rich enough to offer two or three courses of study or a long list of electives with all that implies in teaching force and appliances. The one course of study as it stood in choice of subjects, in time given to each, and in their order of presentation, represented the experience and best judgment of the College authorities. I am not sure what they would have done with larger means, but I am certain that they would have thought the transfer of the selection and arrangement of studies to crude and uninformed young men an abdication of one of their

most important functions and duties. Had they besides this got some prophetic vision of the disintegration and demoralization of secondary education preparatory to college at present, quite possibly impending, I am sure they would have stood aghast at the prospective chaos and confusion. *Perhaps* they would have been egregiously mistaken in their foreboding of evil results.

In all subjects offered, the assigned lesson to be recited with more or less comment by the instructor was the almost invariable rule. Lecture courses were few, and set lectures in other courses were rare, and this in spite of the fact that the classes even though seventy-five in number were heard not in sections, but undivided. I take it for granted that the faculty fully recognized the fact that the best results were not attainable in such large classes, but deemed the evil less than that of putting a part of the work in the hands of inexperienced tutors, a view for which much can be said with truth. No other alternative was open to the College with its narrow means. The method in the sciences differed from that in other subjects mainly in the more abundant lectures, especially in connection with experiments by the instructor. Of laboratory work the student got none, and of laboratory instruments or methods he had no knowledge except as they were shown in the very instructive and often brilliant illustrative experiments in the presence of the class. I suspect that these were sometimes chosen less for their value as illustrations of important facts than for their spectacular effect, a device not uncommon in the use of the illustrative story or epigram. The principles of Natural Philosophy and Astronomy and the applications of Math-

ematics thereto, were well taught considering the necessary limitations of the methods. The professor's son and assistant, and years afterward, successor, Professor Charles A. Young, laid the foundation of his scientific knowledge here, but it is fair to say that he had the very great advantage of his father's private, as well as public instruction, together with his example and direction in laboratory and observatory. In the other sciences the knowledge acquired by us was narrowly limited, scrappy, and unsatisfactory, and even then so regarded. Still the brief time and little labor expended upon them was by no means lost, even for those of us to whom after life offered no opportunities for wider or more fruitful study, for we got a glimpse of the goodly land we were not to possess, which has been an abiding memory. The instruction in the languages, and particularly Greek, was efficient and satisfactory in its results. For one thing a good foundation had been laid in the preparatory school, and for another the instructor in Greek (Professor Putnam) was a man of fine scholarship, culture, and teaching skill. Of comparative and historical grammar we heard little, and the modern refinements as to the use of case and mood were unknown, or at least not exploited by pupil or teacher. But we were given a thorough and fruitful knowledge and appreciation of the authors read—their thoughts, spirit, and style. To us they were not dead but living, and they brought us under their powerful and permanent spell. Outside of a few excellent lectures by Professor S. G. Brown, no attention was given to English Literature, but most students read widely and effectively in the classical English writers, well represented in the excel-

lent libraries. Rhetoric was well taught, and writing for careful criticism was insisted upon throughout the course. As a result of this, and of the classical studies so strongly emphasized from the beginning of the preparatory school, the ability to write clear, forcible, and polished English was no uncommon attainment. Of such branches as Political Economy it can be said that their treatment was about as effective as it could be in the time given to them in a course wherein no subject was pursued for a consecutive year, outside of the Classics and Mathematics. In these studies the text-book and recitation system with all its limitations and defects, had the great merit of giving the student a clear knowledge of the subject so far as it could be done within a brief space by a competent teacher with a text prepared by an acknowledged master—a result often unattained, I am inclined to think, by a wide and varied reading which the average student has not the time or ability to correlate and digest, even with the help of excellent lectures and the direction of the instructor, especially when the course in question is given but two hours per week in connection with half a dozen other courses, often quite separate in subject matter but as exigent in the reading suggested or required. A distinct and serious defect in the method as practised at Dartmouth was that collateral reading was little urged or provided for, so that most students were literally men of one book, and the narrow and one-sided views incident thereto. I remember that while studying Edwards on the Will, whose unanswerable logic utterly demolishes the Arminians, we often wondered whether their positions as they would state them were as weak

and defenceless as there set forth. The size of the class of course limited individual participation of students by recitation or question, but private conferences were always welcomed by the instructor, though little taken advantage of by the majority of students. The keen and vigorous debates outside of the classroom in some degree made up for the more fruitful discussions possible in small classes or seminars.

The ordinary program of College exercises was chapel at 6 a. m., followed by recitations by the four classes, each in its one recitation room, a second recitation at 11, the third recitation at 4:30, followed by chapel. On Saturday the afternoon recitation was omitted. Sunday morning attendance at church was required, the class monitor noting absences as at other required exercises. Chapel was a simple, dignified, and impressive religious service, conducted by the President, aided by the choir and organ accompaniment. Students on all occasions stood on the entrance or exit of the President. Aside from any religious sentiment, and this was general, the men enjoyed the sense the gathering gave of the unity, fellowship, and dignity of the College body. It is certain that the presence at thirteen chapel and one church service each week of the whole College inspired and fostered an intense College spirit, and also that the meeting of the classes here and at recitations, always by themselves and in the same order, gave a conscious compactness of organization unknown to the modern class and university. The intimacy of class association and acquaintance, and the consciousness of class entity, were enhanced by the identity of studies and the unity of each class at every exercise. Its integrating influ-

ence was definitely felt and in sum was inspiring and wholesome, and its recollection is warmly cherished and highly valued. It produced the most intense class loyalty which also became College loyalty of the utmost advantage to the institution. I am inclined to think that the lack of it in present days in part accounts for the greater development of fraternities and the emphasis upon the social element therein, with the excessive group exclusiveness incident thereto.

The College year extended from the last week in August to the last week in July, with a two weeks' vacation at the close of the spring term, and one of fourteen weeks at the end of the fall term, to allow students of limited means, the large majority, to teach, mainly in the then incipient high schools. A winter term of seven weeks offered an optional course to the very few students who chose to make use of it, especially for the study of the modern languages, for which this was the sole opportunity. Oral examinations before and by a committee of gentlemen of education, invited by the faculty, occurred at the end of the fall and summer terms. The gentlemen selected were usually clergymen more or less rusty in most of the subjects, and so little feared, but the suspicion that the examination standings were really made by the professor in charge insured the most careful preparation, not to speak of the cramming not very rare.

Reports of standings were never obtainable by students, but at the end of each year a letter from the President to the parents reported the consolidated standing for the year as determined by recitation and also by examination, and added a report of all absences from recitation, chapel, or church, excused or unexcused. The

scale of marking was from 1 to 5. It was the tradition that only two men, Rufus Choate and Professor Putnam, had attained a perfect mark (1), throughout their course, until the record made by Judge W. A. Field of '57. In my own class the consolidated standing of the lowest man in the first third was 1.67. No one could find his standing in a particular study.

Athletics were wholly a student affair, and a perplexing problem to nobody. There was no special athletic organization, no director or coach, no umpire or referee, no regulation suits or defensive armor, no training, technical knowledge, or skill, except as gained in the more or less formal games, no contests with other colleges, no records to be made or broken, no canvass for students for athletic purposes by methods questionable or otherwise, hence no expenses. Track athletics of every kind were almost unknown, cross country long distance walks were a favorite exercise, baseball though much played attracted no general attention, but football was popular at all seasons when weather allowed. Formal games were confined to Saturday afternoons, the only sufficient period free from College exercises, with which neither games nor practice could interfere. The matched games, in which practically all students participated, often a hundred on a side, were either class contests or literary society contests, "Socials and Fraters" (Social Friends and United Fraternity), Old Division, i. e. Freshmen and Juniors against Sophomores and Seniors, or New Hampshire against the field. This was possible because everybody knew everybody, and the membership of each group in the contest. The game was exclusively one of kicking. When ready for play the leader of one side placed

the ball in position and called out the conditions of the contest, such as, "Old Division, Sophomores and Seniors on warning, no bounding, no picking up." The body of players stood in front of him in such position as they pleased, without distinction of sides, but leaving the regulation free space for his kick. Usually he sent the ball as far as possible, but in direction determined by the presence of his trusted supporters, but sometimes he "toed" the ball a few feet to gain space, but the moment he touched it, it was anybody's ball. Then came the struggle of the opposite parties to advance the ball to their respective goals, which were nothing more than fences on the sides of the Campus. There was room for strength, agility, tact, and skill. The playing was often fast and furious, and exciting to a degree. As a sport attracting general interest and gaining general participation, and as a physical exercise, exhilarating and almost never attended with injuries, it was a decided success. It induced no student to neglect his proper work, and in no way disturbed the even tenor of College life, except sometimes on the occasion of the Sophomore-Freshman annual game. It was the traditional custom for the Freshmen to challenge the Sophomores to a matched game of three or five innings. Though the Freshmen were somewhat superior in numbers, they were usually inexperienced in the game, or at least had played little together, and so were easily beaten, but now and then the Sophomores were routed with great applause from the other classes, in this case only spectators, for in ordinary contests all interested in the game were participators, contributing to the contest not voice only but strenuous effort.

When I consider the current ath-

letic situation in the matter of football, to the great body of students merely an attractive and exciting spectacle, a very small group of players, overtrained often to permanent physical harm, and generally to the serious detriment of scholarship, the matched game rather a fight of gladiators than a friendly contest of sportsmen, the numerous serious injuries, often purposely inflicted, the annual sacrifice of life, the unwholesome excitement of the spectators spurring the players to the greatest risks of life and limb, the betting, the bitter college rivalries, the unfair and sometimes corrupt means used to secure good players, the transportation of large bodies of students to distant games, the lavish expenditures and consequent huge debts,—the despair of students, faculty, and alumni,—I am inclined to believe the former days of crude athletics better than ours in the matter of physical exercise, as an exhilarating sport, and in general influence, and trust the day is not far distant when the good sense and growing conviction of college authorities as to its serious evils will be made effective in the radical revision of the game or its exclusion from college sports.

Of physical training in the gymnasium, scientifically conducted and required of all, with which athletics is commonly erroneously confused, there was no thought by faculty or students. Its day had not dawned, nor has it yet attained its true place as a part of education, nor will it reach it while conducted as a training school for spectacular athletics.

Literary societies, which had been an early feature of the College and long enjoyed a vigorous life, were represented by The Social Friends and The United Fraternity—to one of

which each student was assigned by the faculty on entering College. At the period with which this paper deals, these societies had acquired valuable libraries of about eight thousand volumes each, through taxation of members and donations from the senior classes. But otherwise, through the growth of secret societies, they had survived their usefulness, except as a field for College politics, and as a valuable training school in parliamentary rules and practice.

Fraternities had fairly won high repute and great influence in the College. The general basis of their election of members at the close of the Freshman year was high scholarship or literary excellence and personal character. In a modified form they continued the old-time work of the literary societies. Their weekly programs, of essays, orations, debates, and formal conversations on assigned themes, were usually prepared with the greatest care, and after presentation subjected to the criticism of the members. The carefully chosen course, consecutive for three years, dealt with history and literature, and so in some measure supplied a serious deficiency in the College course. Here were offered the best literary productions of the student body, not infrequently repeated on the college platform by the Juniors and Seniors as required exercises. Their halls were inexpensive rooms, simply furnished, convenient for social and literary meetings, for chapter houses were not in fashion. Of spreads and general social functions there was no thought. Except for some tendency to clannishness, not however greatly accentuated, I think these fraternities were entirely wholesome in their influence, not only as social groups, but as important factors in the literary



and intellectual atmosphere of the College.

The only student publications were a Society Annual containing the lists and officials of each organization, an occasional sheet—the Aestrus (gadfly)—an anonymous publication after the fashion of the Roman libellus, filled with criticisms, witticisms, and abuse of individual students and members of the faculty, mainly the latter. It must be said that generally it was neither moderate, fair, nor decent.

The little college town offered no social privileges to the students, nor did the faculty appear to recognize it a duty or privilege to furnish social life for them. Far away from the political and business centers, the College was a little world in itself, living a sort of cloistered life, which made for intense influence of faculty upon students and students upon each other. After graduation ordinary social life had to be taken up anew, or rather at first hand after seven years of practical exclusion from it.

At the close of the Sophomore year the decease of Mathematics as *persona non grata* was celebrated by an elaborate funeral at dead of night. The coffin was filled with the current mathematical text-books and followed by the class in funeral procession, in which those who had suffered most from the foe now to be laid at rest were specially prominent and demonstrative in their sorrow. The exercises at the grave on the Common consisted of a suitable discourse and of a requiem written for the occasion and set to a tune in a minor key.

Pranks at the expense of Freshmen were even then an old tradition. Individuals were rarely subjected to severe treatment, and such victims were usually upstarts or swells who got little general sympathy. The

public initiations into the literary societies were sometimes very ridiculous and amused everybody except the unfortunate victims, but were escaped by those who had friends to advise them that attendance upon this function was entirely unnecessary. Chapel rushes were a more serious matter. As the Seniors sat in front and the Freshmen next the door, the Sophomores, seated just behind the Freshmen, were in a position to rush them pell mell out of the Chapel door and down over the high steps at the close of the services. The scrimmage often became furious, individual as well as general, requiring faculty interference. Sometimes these disorders continued at frequent intervals for weeks. On one occasion, the Freshmen successfully resisted the attempt to rush them and held possession of the door until the President made his way through the turbulent throng and ordered them to desist. Then followed, by way of mutual retaliation, the defacement and defilement of the Freshman recitation room, a worse treatment of the Sophomore room, a coat of green paint on the Freshman seats in church, the oiling of the chapel seats of the Sophomores, winding up with a furious rush. Then the faculty took up the matter, and after an investigation separated two Sophomores from College, and once more "order reigned in Warsaw." The reversal of the order of seating put an end to rushes many years ago, but the Sophomore-Freshman feuds and their resulting disorders persisted much longer. As a general rule the public order was excellent, and the student body as well-mannered, serious, and dignified as one could wish. But there were exceptions. Now and then an annoying outbreak of horn blowing disturbed the quiet of the



College precincts and village, or vexed some professor for the moment out of favor, or a company of hilarious boys played some serious pranks.

In case of disorders of any kind, the President and professors were the sole police, and took an active hand in their repression. The chase of offenders by professors at night through buildings and over the grounds, or the search of students' rooms was not an unknown occurrence. College government was strict rather than severe, but did not attempt too much as to private conduct, which was on the whole satisfactory.

Besides suspension and expulsion, a form of penalty in vogue at Dartmouth has, I think, not survived, or at least is not known in the West—rustication. This consisted in sending the delinquent to a town at some distance to live and study under the tuition and watch-care of some trusted person, usually a clergyman, for weeks or months. Upon the reports made to the President, as to studiousness and correctness of conduct, depended the restoration of the delinquent to his place in College. This was found, I believe, a very wholesome and effective means of discipline.

The personal relations of the professors and the students had something of the reserve and dignity of military officers, but with none of their air of caste superiority. They were readily accessible at their official hours or in their homes, and without the close personal touch and semi-comradeship of the Western university of our day, did not lack in cordiality and heartiness.

The College buildings were Dartmouth, Reed, Wentworth, and Thorn-ton Halls, and the Observatory. Reed contained the libraries, museum, chemical apparatus, the collection of

portraits, and the *one* science lecture room. The other recitation rooms—only one for each class—were in Dartmouth Hall. The furniture and furnishings were of the simplest sort. The heating was by wood stoves, and it was an ancient custom that students must pay for the fuel used in their recitation rooms, by collecting the necessary sum, class by class. Sometimes the Freshmen vowed they would not raise the money, but would wear overcoats until the faculty were frozen out, but after a few severe mornings and much grumbling they succumbed to the inevitable, much to the amusement of the professors and upper classmen.

The scientific apparatus was thought sufficient for the study of the professors and for the illustration of the lectures to be given, but for student laboratories there was no provision or thought. The cabinet of geology and mineralogy was limited, but excellent for the use made of it.

The College and society libraries open to students contained about 30,000 volumes, in large measure well-chosen and valuable. The annual catalogue would be a curiosity among those of the present day. It contained but forty pages, and of these only twenty-five concerned the College proper. With the names of students were given their rooms, mostly in the College dormitories. The Course of Study is set out in detail, with the text-books used, but no explanations or amplification whatever. Thirteen lines are given to the libraries and fifteen to apparatus, including observatory, laboratory, and geological cabinet. There is no parade of buildings or appointments, and no setting forth of the advantages of the College or the town. The advertisements in the papers were limited to the dates

of entrance examinations and of the opening of the terms. I speak of these things because they illustrate the spirit and attitude of the College, and the colleges of the time. There was no apparent anxiety about attracting students. Never a word was said about student effort in behalf of large attendance and there was no apparent nervousness about it as compared with the past or with other colleges. The College had an established reputation, it would do its best for all who came to it, that was all. Neither President nor faculty went on canvassing lecture tours, or visited preparatory schools to drum up students by a parade of the advantages of the College, or by bribes in the way of free scholarships. Of the fierce and sometimes unscrupulous competition as it exists in the Middle West in this Year of Grace, the colleges of New England knew nothing.

The College aimed to turn out not so much finished scholars as capable men. These she prepared to go on to the perfectness of scholarship indeed, but her larger purpose was to fit them, through trained mental powers subject to the will and conscience, for the highest service in all the departments of practical life in modern society. In her first hundred years she proved that such training can be efficiently acquired by an education mainly classical and mathematical, for she is justified by her sons.

I rejoice that the Dartmouth of today is greatly enlarged in faculty, in endowment, in buildings, and all appliances, as well as in the scope of its work, largely through the benefactions of its loyal alumni, and what is still better, that she continues to impress her old distinctive spirit upon the larger body of students who delight to call her *Alma Mater*.

## TRAINING FOR AMERICAN CITIZENSHIP BY THE PUBLIC SCHOOLS OF PORTO RICO

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WHEN the American troops landed at Guanica on July 25, 1898, it may safely be said that nearly the entire mass of Porto Ricans welcomed them with open arms, as symbolizing the incoming of free institutions and a republican form of government; even more, with such genuine expression of sympathy and good will as perhaps never before fell to the lot of an invading army. Imperceptibly, as time went on, evident signs of dissatisfaction and unrest developed. The military government first and the civil regime later conceived and put into practice, either by order, regulation or statute, new modes of procedure, different forms of administration, other principles of government, thereby eradicating, altering, and in only a few cases, supplementing those then in vogue. The Porto Rican was in consequence doomed to see disappear many cherished customs and practices, the continuance of which, to many of them, seemed of primary importance.

As early as 1903 the aspirations of a large number of Porto Ricans, in a political and social sense, had been defined in the platforms of the leading parties, arrayed as opposing bands under the designation of "Federalists" and "Republicans," and in succeeding elections both one and the other—the members of the Federal party subsequently being known as "Union-

ists"—took occasion to point out and emphasize the changes which were considered necessary in the Organic Law of the island, in order that they as a people might play, under the sheltering arm of our national government, the leading role in the formidable but not impossible task of working out their own salvation.

Three years later, in the first quarter of 1906, it will not be incorrect to state that this dissatisfaction still exists in part; though in distinction from that noticed when protest was at its height the complaints and unrest of the present day are due only in a very minor degree to misunderstanding or misapprehension with respect to the aims and purposes of the American government, as was previously the case.

Two things are desired by the large majority of Porto Ricans. One, the possession of American citizenship, without which they consider themselves, and with reason, an alien people; and the other, greater intervention in the administration of their internal affairs. That the future will satisfy these desires, in whole or in part, seems evident when one takes into account the declarations contained in the platforms of our national parties, together with the statements of many of our most prominent and far-seeing statesmen who have the in-

terests and well-being of this insular dependency at heart. At all events, there are now abundant reasons for supposing that as soon as Porto Rico has demonstrated itself capable, by a wise utilization of the privileges thus far granted her, of receiving a larger measure of local autonomy, the implantation of a liberal system of self-government will not long be deferred.

Of this there can be no doubt. Had citizenship been conceded on the inauguration of civil government in 1900 it would have, by its own subtle and magnetic influence, converted thousands of lukewarm and indifferent Porto Ricans into devoted, enthusiastic supporters of the American government and the institutions for which it stands; and it is not improbable as well that many of the acts and manifestations witnessed during the past five years and ascribed to outbreaks of anti-Americanism, would also have been averted. And now that Congress is about to legislate on this most important point, in accordance with the recommendation of President Roosevelt in his last annual message, we may expect with its bestowal to see disappear, as if by enchantment, this undercurrent of feeling, the minor chord, and to a considerable extent, the lack in compenetration of interests which characterize the environment, the conversation and the material efforts of many Porto Ricans.

It is an accepted principle that the enjoyment of American citizenship implies not only the intellectual capacity to make adequate use of the privileges attached thereto, but as well imposes upon the recipient the necessity to conform his modes of thought and action accordingly. It shall be the purpose, therefore, of this short article to point out a few of the different ways and some of the various means

by which the Department of Education is contributing, in distinction from the work done by the other departments of the Insular Government, toward furnishing the children of this island with the necessary preparation to become loyal and intelligent citizens of a free republic. A brief reference will also be made to the question of illiteracy, showing succinctly to what extent it prevailed, as shown by the census of 1899; also what this problem signifies when taken in connection with the work of this department for the near future.

At the very outset it may be said that the adult population has only indirectly been affected by the modernizing and uplifting forces and influences of which this department has shown itself the successful advocate and exponent. Yet after a lapse of six years it would be difficult to find a single grown person who did not understand better as well as appreciate more fully the purposes and ideals of the American nation as represented in her public school system.

With the reorganization of the educational department under the first commissioner of education, Dr. M. G. Brumbaugh, it became one of his main aims to provide the urban and rural districts, but especially the former, with commodious, modern, up-to-date school buildings, such as not only should satisfy the necessities of the different localities for adequate and comfortable quarters, but also furnish first-hand models of what it was desired to install and perpetuate in Porto Rico in point of school architecture, school equipment, and school sanitation. Only a few years have elapsed since the first frame wooden building, erected as an agricultural school in a small town near the coast, was dedicated, yet the im-

portant and far-reaching advance which has been made in this respect may be inferred when it is stated that forty-five of the sixty-five municipalities of the island are now provided with either town or rural school buildings, and in numerous instances with both. Whether in town or country, a clean, attractive and servicable school-house has arisen to proclaim the excellencies and virtues of the American school system, and though the more pretentious four and six-room structures possess certain architectural features which add considerably to their sightliness, permitting the introduction of details and employment of materials not possible in one-room rural and agricultural buildings, the result in either case is the same: a beacon light radiating in all directions the principles of tolerance, self-help and the dignity of labor, and symbolizing the development and perpetuation of those qualities and ideals which constitute the very essence of our national life.

In addition, it has been the care of the educational department not only to provide new buildings to meet the present day needs of the island, but also to secure the repair and reconstruction, whenever possible, of all buildings used for school purposes. In this way, through cooperation with the local school boards, many houses, otherwise utterly unsuitable for the accommodation of school children, have been rendered serviceable, so that temporarily they meet the wants of various communities in a very satisfactory manner.

Another noteworthy improvement has been secured in the matter of an adequate equipment with which old and new buildings, in the towns as well as in the country, have been provided. Though there are still some

rural schools with furniture inherited largely from their Spanish predecessors, in the main the large majority of the public schools are now equipped with modern desks, supplied with all necessary apparatus, and endowed with those material conveniences which permit school-room work to be done with a maximum degree of pleasure and a minimum of discomfort. Such as still retain traces of their former woeful state, materially and scholastically speaking, are either those which have been less accessible to this movement of progress and improvement on account of the remoteness of their situation, or else schools located in municipalities with very limited financial resources, and in but a few instances, in towns the funds of which have been mal-administered. In view, therefore, of what has already been accomplished, together with the inevitable continuance and probable expansion of this same policy in the future, the following generalization seems warranted. The environment furnished the Porto Rican child attending the public schools is such that during the months or years he may be under its influence, his surroundings, both in an ethical as well as a material sense, are thoroughly democratic and liberalizing in their purposes and tendencies.

Another means which is contributing markedly toward this same end consists in the adoption of those textbooks which shall instill, by illustration as well as through subject matter, clear and definite ideas concerning the characteristic traits of American life and customs. And it should be noted that while about an equal number of the texts in use are in either of the dominant languages there prevailing, already the preponderance of English text-books in the town schools, in all



subjects with the exception of Spanish as a language study, is a positive fact, so that the latter may be considered the subordinate tongue for class-room work in all the important municipalities.

Since the establishment of civil government the question of English received preferent attention from the educational department, for it was held to be the most natural, rapid and feasible way of placing the inhabitants of Porto Rico in communication with the eighty millions of Americans dwelling on the mainland, and above all of opening up to the youth of the island that intimate and first-hand knowledge of our customs and institutions, without which the nature and spirit of our national life would filter but slowly and imperfectly into their minds and understanding. So it has come to pass that English now occupies a conspicuous place in the curricula of town and rural schools, and throughout the island no pupil who attends the public schools for more than one year fails to receive practical instruction in this language.

In order that a correct pronunciation as well as a practical working vocabulary may be properly acquired, American teachers (nearly 150 in number) have been assigned to the town schools, where they either pass from room to room giving instruction in English to pupils, or, as occurs in some cases, assume charge of grades of their own. Likewise these American teachers are charged with the task of supervising the English work of the native teachers who assemble weekly in the different towns for special instruction, the object of this being to prepare the Porto Rican so that he may conduct the work of his own school in English as soon as his knowledge of the language will per-

mit it. Here it is not inopportune to mention the fact that at the close of the school year 1904-05, on the basis of a sufficiently rigid oral examination, more than fifty native teachers were awarded the special license of "English Graded" teachers, and that nearly this number have rendered service in this capacity since September of last year. As yet only a few of the rural teachers are sufficiently advanced in their knowledge of English to follow the example of their associates; many are located far from town and hence have little opportunity to practice the English they acquire, while others by reason of advanced age are handicapped to an appreciable extent in their study of a foreign language.

Other subjects contained in the course of study which may be mentioned as bearing on the matter in hand are: History of the United States; its Geography; and finally the study of its institutions and form of government, or Civil Government. The readiness with which Porto Rican pupils absorb ideas and the exactness of their opinions concerning matters which have been presented to them through the medium of their class-room studies, especially those just cited, often gives rise to satisfaction as well as astonishment, even among those persons seemingly most familiar with the natural capacity and intelligence of these children. So strikingly is this displayed in many instances that one is almost disposed to affirm that these pupils, in general, are as well versed in American history, geography, and civil government as are children of similar grades in the States.

A people naturally demonstrative and entering heartily and joyously into the spirit and exterior display still



evidenced on the occasion of different insular and local fête days, the children now vie with their parents in the celebration of such national holidays as Washington's Birthday, Memorial Day, the Fourth of July, Thanksgiving and Arbor Day. It would be difficult, we believe, to determine even the relative value of the exercises held on these occasions in the United States or foresee their ultimate consequences, and much more is this the case in Porto Rico where their influence and effect can be felt and appreciated but gradually, as the rising generations reach manhood and womanhood. Thus far it seems certain that the observance of our national holidays, by the pupils of the public schools, have served to instill in their minds thoughts of patriotism and devotion for some of the most notable figures in American history, and in addition has inspired a deep-rooted affection for many of our most cherished traditions and customs.

Passing from the more purely academic side of the work conducted under the auspices of the department of education, it is well to consider for the moment the numerical aspects of the problem with which the department is confronted, as well as the age and social condition of the children over which it is endeavoring to extend its influence. The total population of the island, as given in the census of 1899, was about 950,000, of which number less than fifteen per cent were literates, a condition which—more than any other circumstance, it is averred—rendered it inadvisable to grant the Porto Ricans full American citizenship. Of the entire population it is estimated that fully a third were of school age, or between the years of five and eighteen. The subsequent increase in the school

population, it is calculated, brings the total number of persons of school age to nearly 375,000.

The number of children attending school at the time of the American occupation, according to statistics appearing in the report of General Davis for 1899, was 21,000, whereas for the past scholastic year (1904-05) 67,886 pupils were in attendance, leaving a difference of more than 300,000 children who by the school law of the island are eligible for enrollment in the public schools. It may safely be presumed, however, that many of this number, during the past seven years, have already enjoyed school advantages, for the per cent of children continuously in attendance throughout the eight years over which the curriculum of primary instruction extends (three years in the rural schools) should be considered as only a small fraction of the total enrollment; so that at least 100,000 children, and probably more, have enjoyed school privileges for one year or more under the American administration of Porto Rico. The opinion has also been advanced, the exposition of which appears in full in the report of the commissioner of education for 1904-05, that with facilities for accommodating 100,000 children the public school system of the island would be adequate to meet such demands as might be placed upon it for some years to come.

Concerning the actual duration of school life of pupils who have thus far been enrolled, it has been found that those living in the rural districts, comprising one-half of the entire enrollment, are unable to continue in attendance on an average of more than two years, their pecuniary condition too often requiring that they seek employment, at an early age, in the coffee or sugar fields. In the towns,

to a considerable extent, a nearly analogous condition prevails, for after the fourth year the decrease in enrollment is marked. This point is perhaps best illustrated by the statement that about 55,000 pupils of the total enrollment of 67,886 for the past school year were between the ages of five and thirteen, from which it may be deduced that the question of a livelihood has to be faced very early by the large majority of Porto Rican boys and girls.

The fact should not be overlooked, however, that with the advance of material prosperity and the consequent improvement in the social and intellectual standards of the mass of the population—a transformation which is even now taking place rapidly and perceptibly, in nearly every aspect of the life of this people—the requirements of the school system can not remain fixed but must continue elastic and readily adjustable, in order to meet the rapidly changing needs of the Porto Ricans in their inevitable desire for longer and fuller utilization of public school privileges. It seems certain that the duration of school life of the Porto Rican pupil will prolong itself considerably in the immediate future, and the time is not far distant when the public school system of the island will show the same rounded development, with its full complement of children in upper and lower grades as well as generous attendance in high and special schools, as characterizes its counterpart in the United States.

The necessity for popular education, in order to correct and eradicate many of the most conspicuous shortcomings and racial inheritances which were

transmitted to them as a result of their historical past, is realized by Porto Ricans in general, and they lend generous and willing assistance in extending its uplifting and moralizing influence. The insular legislature contributes liberally for its maintenance, voting twenty-eight per cent of the annual budget for this purpose. Private endeavor, directed to the end of furthering its beneficial effects, is becoming more and more frequent and spontaneous. In short, the school system of Porto Rico, by reason of the grand work it has already done and by what it gives promise of accomplishing in the future, has won a sure and lasting place in the confidence and regard of all Porto Ricans—better still, will unquestionably constitute henceforth a priceless and unrelinquishable asset of the body politic of this beautiful island of the Caribbean.

Little can be added to the hopeful statements of the first commissioner of education in his apt but brief delineation of the Porto Ricans, and the future will take to itself the task of proving the correctness of his optimistic outlook contained in the following words: "These people are patriotic. They love their beautiful island. They long to see it prosperous, enlightened, exalted. They love the American nation, . . . . in proportion to the enlightened understanding they have of her institutions and of her purposes to Porto Rico. The national sentiment gradually is growing with the insular pride, and will eventually be one, as the destinies of the two peoples now are one."

## COLLEGE NEWS

### BASEBALL

The College baseball season, although not rich in victories, was nevertheless creditable. Dartmouth won fifteen games, tied one, and lost fourteen. Handicapped by the late spring, which afforded little opportunity for outdoor practice, the team lost all four games of the first trip. With two weeks' practice, however, the team did great work on its second trip, defeating Harvard and Brown. Then came the long series of home games, with victories over Holy Cross, Vermont, Williams and Tufts. The next trip was disastrous from the standpoint of victories, the team losing to Princeton, Williams, Andover, Holy Cross, and Amherst, and winning only from Seton Hall and Fordham; and the last trip of the season brought defeats from Wesleyan and Yale.

Weak batting may justly be said to have been the team's weak point this season. Strong on the defensive, it was very weak on the offensive; it could save games, but could not win them. Seldom does a team so conclusively illustrate how useless star pitchers are if they are not fortified by strong batsmen. The large number of games lost by one or two scores proves that Skillin and Glaze received little or no support at the bat. In the Williams, Andover, Holy Cross, Amherst, Wesleyan and Yale games, Dartmouth scored in only one of fifty-eight consecutive innings. Captain O'Brien was a good leader, but his team could not hit.

A brief summary of the season follows:

### TWO DEFEATS AT ITHACA

Dartmouth opened the season with two defeats at the hands of Cornell at Ithaca, April 10 and 11. The first game was easy for the Ithacans, who found Black for twelve hits including two triples, and who easily kept Dartmouth from crossing the home plate. The second game was closely contested, Hazelton's muff of a high fly in center field in the twelfth inning giving Cornell a 3 to 2 victory. McDevitt made two hits in each game. The summaries:

Innings	1	2	3	4	5	6	7	8	9	
Cornell	0	0	1	0	1	0	4	4	X	—10
Hits—Cornell	12,	Dartmouth	4.	Errors—						
Cornell	0,	Dartmouth	6.	Batteries—Umstad						
and Welch,	Black	and Main.								

Innings	1	2	3	4	5	6	7	8	9	10	11	12
Cornell	0	1	0	0	1	0	0	0	0	0	0	1—3
Dartmouth	0	0	0	0	0	0	0	2	0	0	0	0—2
Hits—Cornell	10,	Dartmouth	5.	Errors—								
Cornell	7,	Dartmouth	4.	Batteries—Deshon								
and Welch,	Glaze	and McDevitt.										

### VILLANOVA 4, DARTMOUTH 1

Timely hitting by Villanova in the fifth and seventh innings resulted in a victory over Dartmouth in Philadelphia, April 12. The summary:

Innings	1	2	3	4	5	6	7	8	9	
Villanova	0	0	0	0	2	0	2	0	X	—4
Dartmouth	0	0	0	0	1	0	0	0	0	—1
Hits—Villanova 8, Dartmouth 5. Errors—										
Villanova 4, Dartmouth 1. Batteries—Sullivan										
and Mulgren, Beckett and Main.										

### HOLY CROSS 8, DARTMOUTH 0

Holy Cross hit Glaze hard in Worcester, April 14, and found little dif-

faculty in winning the first of the series with Dartmouth by the score of 8 to 0. The heavy hitters of the Worcester college clinched their victory in the first inning, and thereafter were able to find the ball when necessary to produce a run. Hoey, the heavy-hitting left fielder of Holy Cross, made four clean drives, McDevitt made two hits for the fourth successive time, and Richardson's work at short was excellent. The summary:

Innings	1	2	3	4	5	6	7	8	9
Holy Cross	4	0	1	0	1	0	1	1	x—8
Hits—Holy Cross 11, Dartmouth 3. Errors—Holy Cross 1, Dartmouth 2. Batteries—Hogarty and Carrigan, Glaze and McDevitt.									

#### DARTMOUTH 13, NORWICH 0

In the first Hanover game, April 21, Dartmouth shut out Norwich University 13 to 0. Glaze struck out thirteen men and allowed only five hits. The summary:

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	1	0	0	2	0	4	0	6	x—13
Hits—Dartmouth 11, Norwich 5. Errors—Dartmouth 2, Norwich 11. Batteries—Glaze and Main, Oram and Cole.									

#### DARTMOUTH 1, BROWN 0

Dartmouth defeated Brown 1 to 0 in a spectacular game in Providence, April 25. With Skillin in the game pitching in his old-time form, Dartmouth played with great confidence, and superior pitching and perfect fielding were a combination which Brown could not break up. Skillin kept the Brunonians from making the semblance of a hit, struck out thirteen men, and gave only one base. Raymond, who drew this gift, was the only man to reach first during the game, and he was promptly thrown

out in an attempt to steal. Tift, also, pitched great ball, holding Dartmouth to three hits. His support, however, failed him in the fifth, when Dartmouth won the game. Driscoll opened this inning by reaching first on Dickinson's error, Richardson and Main struck out. Driscoll hit safely, advancing McLane to second. Then Page hit to center for two bases, and McLane crossed the plate with the winning run. The score:

DARTMOUTH					BROWN						
	ab	bh	po	a e		ab	bh	po	a e		
O'Brien,lf	3	0	0	0	0	Hoye, 3b	3	0	0	1	0
M'D'vitt,cf	4	1	0	0	0	Joses, 3b	3	0	2	2	0
Gardin'r,1b	4	0	9	0	0	Paine, c	3	0	9	2	0
Skillin, p	3	0	1	2	0	Tift, p	3	0	0	1	0
McLane, rf	4	0	2	0	0	R'ymond,rf	2	0	2	0	0
Rich'son,ss	3	0	1	1	0	Dickins'n,2	3	0	1	3	2
Main, c	3	0	13	2	0	Elrod, 1b	3	0	11	0	0
Driscoll, 2b	3	1	1	1	0	Keen, lf	3	0	1	0	0
Page, 3b	3	1	0	0	0	Dennie, cf	3	0	1	0	0
	30	3	27	6	0		26	0	1	0	2

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	0	0	0	1	0	0	0	0—1
Run—McLane. Two-base hit—Page. First base on balls—off Tift 2, off Skillin 1. First base on errors—Dartmouth 2. Struck out—by Skillin 13, by Tift 9. Time—2h. Umpire—Lannigan.									

#### DARTMOUTH 6, ANDOVER 0

Dartmouth shut out Andover 6 to 0 at Andover, April 26. Captain O'Brien, Page, and Richardson did good work in both departments of the game, and Glaze pitched very effectively. The summary:

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	0	2	0	0	0	4	0	0—6
Hits—Andover 6, Dartmouth 3. Errors—Dartmouth 2, Andover 2. Batteries—Glaze and Main, Lannigan, Merritt, Douglass, and Hennessey.									

#### TUFTS 13, DARTMOUTH 2

Heavy hitting by Tufts and weak hitting and poor fielding by Dart-

mouth were responsible for Tufts' easy victory over Dartmouth at Medford, April 27. The summary:

Innings	1	2	3	4	5	6	7	8	9
Tufts	1	0	1	2	0	4	2	3	x-13
Dartmouth	0	0	0	0	0	1	0	1	0-2
Hits—Tufts 12, Dartmouth 3. Errors—Tufts 3, Dartmouth 5. Batteries—Watson and Sutor, Black and Main.									

### VICTORY OVER HARVARD

Dartmouth won a clean-cut victory over Harvard at Cambridge, April 28, by the score of 3 to 1. Skillin held Harvard to five hits, three of which were scratches. With speed, curves, a vicious cross-fire, and good head-work, he held Harvard safe at all times. Green also pitched good ball, but his support was not so good as Skillin's was. Dartmouth scored in the first inning on a base on balls to O'Brien, a steal, McDevitt's out, and Stephenson's poor throw to Leonard. Harvard filled the bases in the third, but clever pitching and fielding prevented scoring. Page scored for Dartmouth in the sixth on his base on balls, and hits by McDevitt and Gardiner. Both teams scored in the ninth. With one out, Richardson singled, went to second on a passed ball, and scored on McCall's bad error off Main. Dartmouth then filled the bases, but no scores resulted. In Harvard's half, Dexter fanned, Harvey singled and stole second, and McCarty hit for two bases, scoring Harvey. Skillin then struck out Simons and Leonard. The score:

DARTMOUTH					HARVARD				
	ab	bh	po	a e		ab	bh	po	a e
O'Brien, lf	2	0	2	0	Leonard, 3b	4	2	1	3
M'Dvitt, cf	4	1	0	0	Steph's'n, c	3	0	6	4
Gardiner, 1b	4	1	1	0	Burr, 2b	4	0	12	0
Skillin, p	4	1	1	5	McCall, 1b	4	0	3	2
McLane, rf	4	0	0	0	Dexrer, lf	4	0	2	1
Rich'son, ss	4	1	1	0	Harvey, ss	3	1	1	4
Main, c	3	1	0	3	Heilman, cf	4	1	2	0
Driscoll, 2b	3	0	1	3	McCarty, rf	4	1	0	0
Page, 3b	3	0	1	1	Green, p	3	0	2	1
					*Simons	1	0	0	0
31	5	27	13	2	34	5	27	16	5

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	1	0	0	0	0	1	0	0	1-3
Harvard	0	0	0	0	0	0	0	0	1-1

Runs—O'Brien, Page, Richardson, Harvey. Two-base hits—Main, McCarty. Sacrifice hit—McCarty. Stolen bases—O'Brien, McDevitt, Page, Leonard 2. Harvey 2. First base on balls—off Skillin 2, off Greene 5. First base on errors—Dartmouth 3, Harvard 1. Struck out—by Skillin 10, by Greene 7. Passed ball—Stephenson. Hit by pitched ball—Page. Time 2h. 20m. Umpire—Arthur Clarkson.

\*Batted for Green in the ninth

### DARTMOUTH 3, HOLY CROSS 0

Skillin allowed the heavy Holy Cross hitters two scratch hits on the Alumni Oval, April 30, and Dartmouth scored a shutout, 3 to 0. Hogarty's wildness and Dartmouth's timely batting were responsible for the home team's tallies. The summary:

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	1	1	1	0	0	0	0	x-3
Hits—Dartmouth 4, Holy Cross 2. Errors—Dartmouth 2, Holy Cross 2. Batteries—Skillin and Main, Hogarty and Carrigan.									

### DARTMOUTH 7, VERMONT 3

Dartmouth defeated Vermont on the Alumni Oval, May 5, by bunching hits in the fourth, fifth, and eighth innings. Skillin, who led both teams at the bat, allowed his opponents only five hits and won his game with ease. The summary:

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	0	0	3	2	0	0	2	x-7
Vermont	0	0	0	0	0	2	0	1	0-3
Hits—Dartmouth 11, Vermont 5. Errors—Dartmouth 1, Vermont 4. Batteries—Skillin and Main, Campbell and Kibby.									

### INELIGIBLES WON

A team composed of ineligible defeated the College team, May 9, in an interesting game. The work of



Tortes, Schildmiller, and Turner of the ineligible, and Driscoll of the regulars was excellent. The regulars made only two hits off Beckett and not once gave the ineligible serious opposition. The summary:

Innings	1	2	3	4	5	6	7	8	9
Ineligibles	3	0	0	0	0	0	3	0	0-6
Dartmouth	1	0	0	0	0	0	0	0	0-1

Hits—Ineligibles 11, Dartmouth 2. Errors—Ineligibles 2, Dartmouth 2. Batteries—Beckett and Tortes, Hazelton and Shoppely.

## TWO VICTORIES OVER ROCHESTER

Dartmouth won two easy victories over Rochester on the Alumni Oval, May 11 and 12. Both games were marked by heavy hitting by the home team and loose fielding by the visitors. Glaze deserved a shut-out in the first, and Hazelton pitched strong ball in the second. The summaries:

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	3	1	0	6	9	1	0	x-20
Rochester	2	0	0	0	0	0	0	0	0-2

Hits—Dartmouth 20, Rochester 6. Errors—Dartmouth 3, Rochester 7. Batteries—Glaze and Main, Hart, Harrington, and Sullivan.

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	1	3	2	2	0	1	1	0	x-10
Rochester	0	0	2	0	2	0	0	0	1-5

Hits—Dartmouth 9, Rochester 6. Errors—Dartmouth 4, Rochester 8. Batteries—Hazelton, Black, and Main, Harrington and Sullivan.

May 12, 1906

## DARTMOUTH 4, BROWN 4

Dartmouth and Brown played a fast ten-inning game between showers on the Alumni Oval, May 16, darkness finally putting an end to the game at 7.15 o'clock. Both Skillin and Tift did good work in the box, but the former easily excelled. Brown made seven hits to Dartmouth's eleven, while ten strike outs were recorded to Skillin and only three to Tift. Dartmouth began the run-get-

ting in the third, when Driscoll's single, Page's sacrifice, McDewitt's single, and Gardiner's triple to right center netted two earned runs. Brown secured its first run in the next inning, when Jones drew a pass, went to second and third on two infield outs, and scored on Main's passed ball. The eighth brought plenty of excitement. Skillin's error off Hoyer, a sacrifice, and successive singles by Tift, Raymond, and Dickinson, netted three runs and gave Brown the lead 4 to 2. Dartmouth tied the score, however, in the last half of the inning. With two out, Skillin hit safely, and Richardson was given a life on Raymond's error. McLane then scored both men with a pretty hit over third. The score:

DARTMOUTH										BROWN									
	ab	bh	po	a	e						ab	bh	po	a	e				
O'Brien, lf	5	1	1	0	0					Hoyer, 3b	5	0	1	1	0				
M'Dewitt, cf	5	2	1	0	1					Jones, ss	2	0	2	3	1				
Gardiner, 1b	5	3	10	0	0					Paine, c	4	0	6	2	0				
Skillin, p	5	1	0	1	1					Tift, p	5	2	0	2	0				
Rich'son, ss	5	1	2	0	0					R'ym'nd, rf	5	1	1	0	1				
McLane, rf	4	1	2	0	0					D'k'ns'n, 2b	5	1	3	3	1				
Main, c	4	1	1	1	0					Elrod, 1b	4	1	1	3	0				
Driscoll, 2b	3	1	3	4	0					Keene, lf	4	1	2	0	0				
Page, 3b	3	0	0	0	0					Dennie, cf	4	1	2	0	0				
	39	11	30	6	2						38	7	30	11	3				
Innings	1	2	3	4	5	6	7	8	9	10									
Dartmouth	0	0	2	0	0	0	0	2	0	0-4									
Brown	0	0	0	1	0	0	0	3	0	0-4									

Runs—McDewitt, Skillin, Richardson, Driscoll, Hoyer, Jones, Tift, Raymond. Earned runs—Dartmouth 2, Brown 1. Two-base hit—Elrod. Three-base hit—Gardiner. Struck out—by Skillin 10, by Tift 3. Bases on balls—off Skillin 2, off Tift 1. Stolen bases—Gardiner, Paine 2, Dennie, Jones. Sacrifice hits—Page, Main, Jones, Paine. Passed ball—Main. Umpire—Killourhy. Time—2h. 35m.

## DARTMOUTH 6, MASSACHUSETTS 0

Dartmouth won an interesting game from Massachusetts State on the Alumni Oval, May 17. In spite of



the wet ball, Hazelton pitched well and the team supported him faultlessly. The summary :

Innings	1	2	3	4	5	6	7
Dartmouth	0	0	2	2	2	0	x-6
Hits—Dartmouth 7, Massachusetts 2. Errors—Dartmouth 0, Massachusetts 5. Batteries—Hazelton and Main, Kennedy and French.							

#### DARTMOUTH 7, WILLIAMS 2

Glaze's superior pitching and timely hitting gave Dartmouth a clean-cut victory over Williams on the Oval, May 18. Dartmouth batted Ford out of the box in the second inning, when a single, double, and triple, two errors, and a base on balls netted five runs. Glaze fielded his position brilliantly. The summary :

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	5	2	0	0	0	0	0	x-7
Williams	0	0	0	0	0	0	1	1	0-2
Hits—Dartmouth 8, Williams 6. Errors—Dartmouth 1, Williams 2. Batteries—Glaze and Main, Ford, Pierce, and Waters.									

#### AMHERST 2, DARTMOUTH 1

Amherst defeated Dartmouth in a fast errorless game on the Alumni Oval, May 19, by the score of 2 to 1. Skillin pitched better ball than McRae, but the visitors won through a combination of lucky hitting and slow fielding. Amherst scored its first run on Main's throw to second with a runner on third, and its second on Shattuck's single which passed McDevitt. Skillin's triple and Page's single produced Dartmouth's only run. McDevitt opened the last half of the ninth with a three-bagger, but was out at the plate on Skillin's stab to Storke. The summary :

Innings	1	2	3	4	5	6	7	8	9
Amherst	0	0	1	0	0	0	1	0	0-2
Dartmouth	0	0	0	0	1	0	0	0	0-1
Hits—Amherst 6, Dartmouth 6. Errors—Amherst 0, Dartmouth 0. Batteries—McRae and Spring, Skillin and Main.									

#### DARTMOUTH 3, TUFTS 1

In a loose and uninteresting game Dartmouth defeated Tufts on the Oval, May 21. Glaze allowed only four hits and fanned thirteen men. Driscoll's all-round work was a feature. The summary :

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	0	1	0	0	0	0	2	x-3
Tufts	1	0	0	0	0	0	0	0	0-1
Hits—Dartmouth 5, Tufts 4. Errors—Dartmouth 6, Tufts 4. Batteries—Glaze and Main, Watson and Sutor.									

#### PRINCETON 2, DARTMOUTH 1

In a hard-fought, eleven-inning game Dartmouth lost to Princeton at Princeton, May 23, by the score of 2 to 1. Princeton scored first in the seventh inning, when Sides hit for three bases and crossed the plate on McLean's fly-out to center. Dartmouth tied the score in the ninth on McDevitt's triple and Skillin's single. In Dartmouth's half of the eleventh O'Brien, McDevitt, and Gardiner went out in order. Princeton scored the winning run after two men were out. Dillon was hit, stole second, and scored on Vaughn's two-bagger to right center. Feature work was contributed by Skillin and Gardiner. The score :

PRINCETON						DARTMOUTH					
	ab	bh	po	a	e		ab	bh	po	a	e
Reid, ss	5	1	3	4	0	O'Brien, lf	5	0	2	0	0
Dillon, cf	4	1	1	1	0	M'D'vitt, cf	4	1	3	1	0
Harland, lf	4	0	1	0	0	Gardiner, rb	5	3	12	0	0
Vaughn, 2b	3	1	2	2	1	Skillin, p	3	2	0	5	0
Sides, 3b	4	2	1	2	1	McLane, rf	3	0	3	0	0
McLean, rf	4	1	2	0	0	Rich'son, ss	5	0	2	2	0
Bard, lb	4	0	12	1	0	Main, c	4	0	9	0	0
Cooney, c	4	0	11	3	1	Driscoll, 2b	3	0	1	4	1
Doyle, p	4	0	0	3	0	Page, 3b	4	0	0	0	0
	36	6	33	16	3		36	6	32	12	1
Innings	1	2	3	4	5	6	7	8	9	10	11
Princeton	0	0	0	0	0	0	1	0	0	0	1-2
Dartmouth	0	0	0	0	0	0	0	1	0	0	0-1

Runs—McDevitt 1, Dillon 1, Sides 1. Two-base hit—Sides. Three-base hits—Sides, McDevitt. Sacrifice hit—McLean. Stolen bases—Gardiner 2, Dillon 1. First base on balls—off Doyle 2, off Skillin 1. Struck out—by Doyle 9, by Skillin 8. Double play—McDevitt to Driscoll. Hit by pitched ball—Vaughn, Dillon. Time—2h. 25m. Umpire—Merrity.

\*Two out when winning run scored.

### DARTMOUTH 3, FORDHAM 1

Fordham, which has since won its series from Holy Cross, could find Glaze for only one hit, in New York, May 24, and Dartmouth won 3 to 1. Dartmouth batted strongly, Gardiner, Glaze, and Driscoll leading. The summary:

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	0	0	0	0	2	0	0	1	0-3
Fordham	1	0	0	0	0	0	0	0	0-1

Hits—Dartmouth 10, Fordham 1. Errors—Dartmouth 4, Fordham 2. Batteries—Glaze and Main, Rudolph and McDonald.

### DARTMOUTH 5, SETON HALL 2

Dartmouth won an exciting eleven-inning game from Seton Hall at South Orange, N. J., May 25, by the score of 5 to 2. Hazelton pitched good ball for nine innings, and Skillin struck out five men in the tenth and eleventh. Hazelton led both teams at the bat. The summary:

Innings	1	2	3	4	5	6	7	8	9	10	11
Dartmouth	0	0	0	0	0	0	0	0	2	0	3-5
Seton Hall	0	0	0	2	0	0	0	0	0	0	0-2

Hits—Dartmouth 11, Seton Hall 8. Errors—Dartmouth 3, Seton Hall 5. Batteries—Hazelton, Skillin, and Main, Ferry and McGrath.

### SIXTEEN INNINGS

Sixteen innings were required to determine the winner of the Dartmouth-Williams game at Williamstown, May 26, Williams finally win-

ning by the score of 1 to 0. The contest was a pitcher's battle between Ford and Skillin. Each pitcher struck out eighteen men, Skillin gave two passes to Ford's one, and allowed six hits to Ford's seven. Both teams played fast ball in the field, but Ford received better support than Skillin at critical stages. In the last half of the sixteenth, after two men were down, Wadsworth hit to left for two sacks, stole third, and scored on Richardson's fumble of Warren's grounder. The score:

WILLIAMS						DARTMOUTH					
	ab	bh	po	a	e		ab	bh	po	a	e
W'worth, 2b	6	2	4	5	0	O'Brien, cf	6	1	1	0	0
Warren, cf	7	0	2	0	0	M'Devitt, lf	5	1	0	0	0
Young, ss	5	0	2	1	0	G'rdin'r, rb	6	2	17	0	1
Neild, 3b	6	1	4	4	0	Skillin, p	6	1	1	8	0
Hogan, lf	6	1	0	0	0	Page, 3b	5	1	0	6	0
Ost'rhout, rf	6	1	1	1	0	Rich'son, ss	6	0	2	3	1
Waters, c	5	0	18	0	1	Glaze, rf	1	0	0	0	0
Harman, lb	5	0	17	0	0	McLane, rf	4	1	2	0	0
Ford, p	6	1	0	5	0	Main, c	5	0	21	0	0
						Driscoll, 2b	5	0	3	2	0
	52	6	48	16	1		49	7	*47	19	2

Innings	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Williams	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1-1

Run—Wadsworth. Sacrifice hits—Warren, Waters, Harman. Stolen bases—Wadsworth 2, Young, Hogan, McDevitt 2. Two base hits—Neild, Wadsworth, O'Brien, Gardiner. First base on balls—off Skillin 2. Left on bases—Williams 8, Dartmouth 4. Struck out—by Ford 18, by Skillin 18. Hit by pitcher—McDevitt. Double plays—Harman, unassisted; Skillin and Richardson, Young, Wadsworth, and Harman. Time—3h. Umpire—Geoffrey of Holyoke.

\*Two out when winning run was scored.

### ANDOVER 2, DARTMOUTH 0

Dartmouth fell before the prowess of Phillips Andover at Andover, May 29, making only three hits off the academy twirler and failing to score a single run. Andover won the game

in the first inning, when two singles, a sacrifice, a wild pitch, and an error netted a brace of runs. The summary:

Innings	1	2	3	4	5	6	7	8	9
Andover	2	0	0	0	0	0	0	0	x-2

Hits—Andover 6, Dartmouth 3. Errors—Andover 2, Dartmouth 2. Batteries—Merritt and Jones, Glaze and Main.

### HOLY CROSS 6, DARTMOUTH 2

Sixteen thousand people saw Holy Cross defeat Dartmouth at Worcester, May 30, in the rubber game between the two colleges. Timely hitting in which Flynn starred, was responsible for Dartmouth's undoing. The summary:

Inning	1	2	3	4	5	6	7	8	9
Holy Cross	0	1	0	3	1	0	1	0	x-6
Dartmouth	0	0	0	0	0	0	2	0	0-2

Hits—Holy Cross 9, Dartmouth 3. Errors—Holy Cross 5, Dartmouth 3. Batteries—Hogerty and Carrigan, Skillin and Main.

### AMHERST 4, DARTMOUTH 0

Dartmouth lost to Amherst 4 to 0 at Amherst, May 31. The locals found Glaze for six hits and four runs in the first three innings, after which they secured only one hit off Skillin. Dartmouth could not hit Newell consecutively. The summary:

Innings	1	2	3	4	5	6	7	8	9
Amherst	1	0	3	0	0	0	0	0	x-4

Hits—Amherst 7, Dartmouth 4. Errors—Amherst 1, Dartmouth 2. Batteries—Newell and Denahey, Glaze and Shoppely.

### TWO VICTORIES OVER INELIGIBLES

The College team defeated the ineligibleibles in two close and interesting games on the Oval, June 1 and 2. The work of Schildmiller in both games was the feature. The summaries:

Innings	1	2	3	4	5	6	7
Dartmouth	2	0	0	0	3	0	x-5
Ineligibleibles	0	2	0	1	0	0	1-4

Hits—Dartmouth 13, Ineligibleibles 6. Errors—Dartmouth 4, Ineligibleibles 5. Batteries—Hazelton and Main, Black and McCabe.

Innings	1	2	3	4	5	6	7	8	9
Dartmouth	1	0	0	0	6	0	0	0	x-7
Ineligibleibles	1	0	1	2	0	0	2	0	0-6

Hits—Dartmouth 11, Ineligibleibles 13. Errors—Dartmouth 1, Ineligibleibles 2. Batteries—Glaze, Hazelton and Main, Shoppely; Beckett and McCabe.

### WESLEYAN 3, DARTMOUTH 0

Inability to hit Monroe was responsible for Dartmouth's 3 to 0 defeat at the hands of Wesleyan at Middletown, June 5. Hazelton pitched excellent ball, and received good support. The summary:

Innings	1	2	3	4	5	6	7	8	9
Wesleyan	1	0	0	0	0	0	2	0	x-3

Hits—Wesleyan 5, Dartmouth 1. Errors—Wesleyan 2, Dartmouth 1. Batteries—Monroe and Day, Hazelton and Main.

### YALE 3, DARTMOUTH 2

Dartmouth lost an exciting game to Yale at New Haven, May 6, by the score of 3 to 2. Skillin held Yale to four hits, while Dartmouth made seven off the Yale pitchers, but Skillin's support was poor at important stages. In the first inning O'Brien of Yale scored on his gift, an infield out, and Richardson's error. Dartmouth went ahead in the sixth, when McDevitt drew a pass, Gardiner singled, and Page doubled, netting two runs. Yale tied the score in the seventh, when T. Jones was hit, went to third on Skillin's high throw over first, and scored on Meyer's single. In the ninth Jackson walked, stole second, and scored the winning run on Meyer's single. The score:

YALE													DARTMOUTH												
ab bh po a e													ab bh po a e												
O'Brien,ss	3	1	2	3	1	O'Brien, cf	5	1	1	0	0		O'Brien, cf	5	1	1	0	0							
Huiska,p,rf	4	0	2	0	0	M'D'vitt,2b	3	1	1	0	0		M'D'vitt,2b	3	1	1	0	0							
Kinney, 3b	4	0	2	2	0	G'riner,1b	4	2	9	1	1		G'riner,1b	4	2	9	1	1							
Smith, cf	4	0	3	0	0	Page, 3b	4	2	1	3	1		Page, 3b	4	2	1	3	1							
Camp, 2b	4	0	0	2	0	Skillin, p	3	0	1	1	1		Skillin, p	3	0	1	1	1							
Jackson, 1b	3	0	13	0	1	Rich'son,ss	4	0	0	3	2		Rich'son,ss	4	0	0	3	2							
Church, lf	4	0	1	0	0	McLane, rf	3	0	3	0	0		McLane, rf	3	0	3	0	0							
T. Jones, c	4	0	4	1	0	Main, c	3	1	9	1	0		Main, c	3	1	9	1	0							
Parsons, p	1	1	0	1	0	Driscoll, lf	3	0	2	3	0		Driscoll, lf	3	0	2	3	0							
H. Jones, p	1	0	0	0	0																				
Meyer, p	2	2	0	0	0																				
34 4 27 9 2													32 7 27 12 5												
Innings													Innings												
Yale													1 2 3 4 5 6 7 8 9												
Dartmouth													0 0 0 0 0 0 2 0 0												

Runs—O'Brien, Jones, Jackson, McDevitt, Gardiner. Two-base hits—Gardiner, Page. Sacrifice hits—Skillin, O'Brien. Stolen bases—Meyer, Jackson, Page. First base on balls—Off Jones 2, off Skillin 2. First base on errors—Yale 3, Dartmouth 1. Struck out—By Skillin 9, by Parsons 1, by Jones 2, by Meyer 2. Wild pitches—Page, H. Jones, Skillin. Hit by pitched ball—Jones. Time—3h. Umpire—Beecher.

#### THAYER SCHOOL AND TUCK SCHOOL GRADUATIONS

The annual examination and the conferring of the degree of Civil Engineer upon the Senior members of the Thayer School took place at the Thayer building on Tuesday afternoon, April 24.

The members of the graduating class and the positions which they will assume are as follows: J. S. Adams, undecided; W. A. Conley, American Bridge Co., New York City; M. E. Witham, undecided; C. F. Goodrich, American Bridge Co., N.Y.; R. L. Libby, undecided; H. G. Roby, assistant to Professor Hazen, and instructor in the Thayer School during

the coming summer; H. R. Messer; Allen Hazen, Hydraulic Engineer, Broadway, New York; L. B. Smith, undecided; H. L. Muchemore, engineer for Miller, Daybill Co., New York City; W. T. Shaw, undecided; G. E. Woodward, resident engineer for Northern Pacific Ry.

The graduation exercises of the Amos Tuck School of Administration and Finance took place the same afternoon, being simply an informal conferring of the degree of Master of Commercial Science on the two members of the Senior class: James Robert Merriam and Howard Deloz Atwood. In the absence of President Tucker the degrees were conferred by Professor Person. Mr. Merriam entered at once the office of the *Wall Street Journal*, New York City; Mr. Atwood will enter the employ of the United Fruit Company, Zent Division, Costa Rica.

At 6:30 p.m. the board of overseers of the Thayer School, the faculties of the Thayer School and Tuck School, and the graduating classes of both institutions participated in an informal dinner at College Hall. After the dinner, General Henry L. Abbott, an overseer of the Thayer School and a member of the board of Consulting Engineers on the Panama Canal, gave an informal address in D Tuck on "The Panama Canal."

#### GIFTS TO THE LIBRARY

Mrs. E. Hayes Trowbridge of New Haven has presented to the College Library the superb work, "Japan, described and illustrated by the Japanese. Written by eminent Japanese authorities and scholars, edited by

Captain F. Brinkley of Tokyo, Japan. With an essay on Japanese art by Kakuzo Okakura, Director of the Imperial Art School at Tokyo, Japan."

It is the *de luxe* edition, issued in ten magnificent volumes, published by the J. B. Millet Company, Boston, at \$50.00 per volume. The aim of the work is to give "from the Japanese themselves their own account of their country and its civilization." The text is written mainly by Japanese having special knowledge of their subjects. The illustrations are the work of native artists and photographers, and the binding is from materials imported from Japan. Collotype prints of Japanese flowers and xylograph prints illustrating Japanese art were printed in Tokyo. The hand-colored photographs were the work of more than 350 native artists.

The covers were made and printed in Tokyo, after a design competed for by students of the Imperial Academy, and the tassels and cords were furnished by the proprietors of a silk manufactory which has been in existence for two centuries.

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The Honorable John Adams Aiken of Boston has presented to the College Library a portrait of John Ledyard, appropriately framed, and bearing the following inscription, surrounding the seal of the College:

JOHN LEDYARD

Born at Groton, Connecticut, 1751. Member of the first class in Dartmouth College. While a Freshman, absents himself without permission for three months in rambles among the Indians of Canada and the six nations. Leaves the College in a canoe made with his

own hands and descends the Connecticut alone to Hartford. A sailor before the mast, goes to Gibraltar and the Barbary coast, returning by the West Indies. Appears in London and there meets Captain Cook, then about to sail on his last voyage around the world, who appoints him Corporal of Marines. On this expedition is absent four years, visiting the South Sea Islands, China, Siberia, the western coast of North America, twice entering the Arctic seas in the quest for the northwest passage. Returns to America, publishes his travels and endeavors to enlist merchants in commerce with the East. Is next seen in Spain and in Paris, there meeting Thomas Jefferson, American minister at the Court of France, whom he impresses with his project for the exploration of the territory between the Pacific and the Mississippi, which twenty years later was traversed by Lewis and Clark, under the auspices of Mr. Jefferson, then President. Unites with John Paul Jones in an undertaking to establish trading posts on the northwest coast and to traffic in furs, which fails for want of adequate capital. Determined to explore western North America, presents himself at St. Petersburg and from Empress Catherine secures a passport across her dominion to Bering Strait. Reaches Yakutsk on the Lena, when he is recalled because of the jealousy of Russian fur-traders, and under guard sent back to the confines of Poland where he is dismissed with the command never again to enter the Empire. Resolves to explore Africa, and while fitting out his caravan dies at Cairo, 1788, at the age of thirty-seven. In College he was a favorite with his fellow students, not unduly diligent in study, facile in acquisition, impatient of discipline. Elsewhere



men paid tribute to his kind and lovable disposition, his unselfishness and philanthropy. He foresaw and foretold the commercial future of western North America and the Far East. His was the Dartmouth spirit. This imprint is No. 1 of a series of twenty, and is given by John Adams Aiken, Dartmouth '74, to Dartmouth College.

#### JUNIOR WEEK

The seventh annual Junior Week, May 16, 17, and 18, was a brilliant success. Pleasant weather, an elaborate program, and the presence of scores of visitors conspired to make the week one of the most enjoyable on record.

The opening event of the festivities was the Dartmouth-Brown baseball game, which is fully reported in another column. The first evening performance was by the students' vaudeville company which appeared in a new and original program. Among the best numbers were the "Hanover and Norwich minstrels," introducing G. D. Terrien '06 as middleman; a "smash-bang musical comedy" by P. R. Felt '06 and E. H. Neal '06; violin solos by Mr. Neal; and "A Bad Actor," a sketch by H. P. Wayman '06 and D. S. Waring '06. The range of fun and originality displayed in the performance delighted the large audience present.

"The Founders," an original musical comedy by Harry R. Wellman '07 and James W. Wallace '07, was given in College Hall Thursday evening and proved to be the feature production of the week. Dealing with the early history of the College, it was an exceedingly appropriate presentation. It is, in brief, the story of the negotiations between Samson Occum, chief

of the Wah Hoos, and John Wheelock for the land on which to found the College. Surrounded by many of the traditional circumstances, and written from the standpoint of the present day, the negotiations between the two principals is burlesque in an amusing and yet respectful manner. The songs, all written by Mr. Wellman, were unusual undergraduate productions, and richly deserved the applause that they received. The finale was spectacular. The principals in the production were: Sam Occum, Chief of the Wah Hoos, P. R. Felt; Shungopavi, otherwise known as Skeet, T. C. Wellsted '09; John Wheelock, of historical fame, H. P. Wayman '06; Lord Helpus, the Earl's representative, W. M. Bodwell '06; Lady Sanborn, guardian of Lord Helpus, G. D. Terrien '06; Janet White, captive among the Indians, A. T. Soule '08. These were supported by a large chorus of squaws, braves, and others.

The concluding event was the Junior Promenade, which was held Friday evening in College Hall. The room was elaborately decorated, being transformed into a large garden with palms and festoons of green. Nevers' orchestra of Concord furnished the music for the dancing and the Freshman mandolin club played between dances. The patronesses for the occasion were Mrs. William Jewett Tucker, Mrs. Charles Francis Richardson, Mrs. Frank Haigh Dixon, Mrs. William Taylor Kennedy, Mrs. Louis Henry Dow, Mrs. Gardner Sturdevant Cushman, Mrs. Perley Rufus Bugbee, Mrs. Charles Bradford Wyman, Mrs. John McLane. The floor director was W. U. Wyman, and the ushers Amos Dodge, T. D. Perry, G. H. Howard, C. W. Pickett, N. C. Coombs, W. R. Andrews, T. T. Red-



ington, all members of the Junior class.

The college band, reinforced by several members of Nevers' band, gave concerts on the porch of College Hall, Wednesday and Thursday evenings immediately after dinner, and the glee club gave an impromptu hum Friday evening. The Greek letter fraternities held dances Wednesday and Thursday evenings.

The Junior Week committee was composed of H. R. Wellman, W. U. Wyman, W. G. Kennedy, N. L. Cushman, and H. R. Lane.

#### TRACK ATHLETICS

The recent track season was one of the most successful in Dartmouth's athletic history. Yale's relay victory over Dartmouth in New York, January 26, and Dartmouth's victory over Pennsylvania in Boston, February 10, have already been recorded in the *BI-MONTHLY*. The victory of the two-mile team in the race for the national championship at Philadelphia, April 28, was a great achievement, and ranked with the New England intercollegiate championship as the most important accomplishment of the year in this branch of undergraduate activity. The lateness of the spring, and its direct influence in the overwhelming defeat at Cambridge, May 5, was a discouragement which brought out the true strength of team, captain, and trainer. The winning of the intercollegiate championship was indeed typical of Dartmouth enthusiasm and determination.

#### RELAY CHAMPIONSHIP

Dartmouth's two-mile relay team, composed of Thrall, Jennings, Shipley, and Rose, romped away with the two-

mile relay championship of America at the twelfth annual Pennsylvania relay carnival at Philadelphia, April 28. Finishing the first relay in last place, Dartmouth forged to the front before the second relay was over, and in the third and last half-miles made the contest a runaway race, Thrall leading a dozen yards at the finish. The time was 8.09 3-5.

The first half mile was won by Wilcox of Pennsylvania by ten feet, with Hetherington of Columbia second and Rose of Dartmouth third, in 2.02 4-5. In the second relay, however, Dartmouth came to the front strong, Shipley outstripping by three yards Folsom of Pennsylvania, who was five yards ahead of Marsh of Columbia; time 2.02 2-5. The third relay found Dartmouth still further in the lead. Jennings opened the gap to ten yards over Latimer of Pennsylvania and Fulton of Columbia, who ran almost a dead heat; time 2.03 4-5. In the final half-mile Thrall romped home an easy victor, winning by twelve yards over Zink of Columbia and Coldwater of Pennsylvania in the fast time of 2.00 3-5.

#### HARVARD MEET

Harvard defeated Dartmouth by a wide margin in the first dual meet ever held between the two institutions, May 5, at Cambridge, winning by a score of 101 to 16.

Lack of out-door training was the principal cause of Dartmouth's poor showing, the men often leading the field in the early part of the race, only to fall back exhausted before the race was finished. In spite of the one-sidedness of the score, however, the meet was interesting and exciting, the results of almost every event being in

doubt until the finish. In the 100-yard dash and half mile, a conference of judges was required to decide the places. The best of feeling was in evidence throughout the meet.

Only one record was broken during the games, Stone of Harvard lowering the Crimson record in the two-mile run, from 9.54 1-5 to 9.49 4-5. Though no other records were broken, there were many good performances. Minot covered the mile in 4.32, Dodge won the 220-yard dash in 22 seconds; Grant and Hazen vaulted 11 ft. 6 3-11 in., though the latter's vault did not count, as it came after he had failed three times; and Shaw won Dartmouth's only first in the high hurdles in 15 4-5 seconds.

Harvard won twelve first places, ten seconds, and eleven thirds, while Dartmouth took one first, three seconds, and two thirds.

#### The summary :

100-yard dash—First trial heat, won by L. P. Dodge, Harvard; G. L. Swasey, Dartmouth, second; time 10 1-5s. Second trial heat, won by P. C. Lockwood, Harvard; F. J. W. Ford, Harvard, second; time 10 1-5s. Final heat, won by P. C. Lockwood, Harvard. L. P. Dodge, Harvard, second; F. J. W. Ford, Harvard, third; time 10 1-5s.

220-yard dash—Final heat, won by L. P. Dodge, Harvard; E. J. Dives, Harvard, second; P. C. Lockwood, Harvard, third; time 22s.

440-yard run—Won by E. J. Dives, Harvard; J. S. O'Brien, Harvard, second; A. Rose, Dartmouth, third; time 50 2-5s.

880-yard run—Won by H. H. Whitman, Harvard; H. D. Thrall, Dartmouth, second; A. S. Cobb, Harvard, third; time 2m. 1s.

One-mile run—Won by W. Minot, Harvard; H. M. Turner, Harvard, second; S. T. Hubbard, Harvard, third; time 4m. 32s.

Two-mile run—Won by M. H. Stone, Harvard, M. S. Crosby, Harvard, second; A. King, Harvard, third; time 9m. 49 4-5s. (New Harvard record.)

120-yard hurdles—First trial heat—A. B. Shaw, Dartmouth and W. M. Rand, Harvard, tied for first place; time 16s. Second trial heat, won by G. Brinsmade, Harvard; O. F. Rogers, Harvard, second; time 16 1-5s. Final heat, won by A. B. Shaw, Dartmouth; W. M. Rand, Harvard, second; C. Brinsmade, Harvard, third; time 15 4-5s.

220-yard hurdles—First trial heat, won by J. F. Doyle, Harvard; A. B. Shaw, Dartmouth, second; time 26 1-5. Second trial heat, won by B. L. Young, Harvard; O. F. Rogers, Harvard, second; time 26 2-5s. Final heat, won by O. F. Rogers, Harvard; B. L. Young, Harvard, second; J. F. Doyle, Harvard, third; time 25 2-5s.

Putting 16-lb shot—Won by B. T. Stephenson, Harvard; W. A. Hanley, Harvard, second; R. H. Townsend, Harvard, third; distance 42ft.

Running high jump—P. M. Clark, G. E. Roosevelt and E. J. Ford, all of Harvard, tied for first. Height 5ft. 5 1-2in.

Running broad jump—Won by B. T. Stephenson, Harvard; F. J. W. Ford, Harvard, second; J. H. Gray, Dartmouth, third; distance 22ft. 1 1-4in.

Throwing 16-lb hammer—Won by H. E. Kersburg, Harvard; J. W. Gage, Dartmouth, second; H. M. Gilmore, Harvard, third; distance 143ft.

Pole vault—Won by A. G. Grant, Harvard; F. B. Hazen, Dartmouth, second; T. C. Defriez, Harvard, third; height 11 ft. 6 3-16in.

	Points	
	H	D
100 yards	9	0
220 yards	9	0
440 yards	8	1
880 yards	6	3
One-mile	9	0
Two-mile	9	0
120 hurdles	4	5
220 hurdles	9	0
Shot put	9	0
High jump	9	0
Broad jump	8	1
Hammer throw	6	3
Pole vault	6	3
Totals	101	16

## NEW ENGLAND INTERCOLLEGIATE

Dartmouth easily won the New England intercollegiate championship games at Brookline, May 19, with a total of 36 points. Brown was second with 23 points, Massachusetts Institute of Technology third with 21 5-6, and Williams fourth with 19 5-6. The other point winners were Maine, 14 1-2; Wesleyan, 12 1-2; Amherst, 11 1-3; Tufts, 8; Bowdoin, 5; and Trinity, 2.

The meet was closely contested and interesting throughout. Technology went to the front during the first few events, and it was not until Thrall captured first, Shipley third, and Carns fourth, in the half-mile, that Dartmouth went to the front. Even then Brown and Technology kept within striking distance until the last events, Gage's victory in the hammer throw and Hazen's in the pole vault putting the New Hampshire team out of reach of the other institutions. All-round strength was responsible for Dartmouth's victory.

Three records were broken at the meet. Farrington of Technology raised the high jump mark from 5 feet, 9 3-4 inches to 5 feet, 10 1-4 inches; Dearborn of Wesleyan made a new record of 120 feet, 11 1-2 inches, in the discus throw, and Hubbard of Amherst lowered the best previous record of 25 1-5 seconds in the 120-yard hurdles, to 24 4-5 seconds.

Resigari of Tufts and Porter of Maine won, respectively, the 100-yard dash and the 220-yard dash. Considering the handicap placed upon him by his injured knee, Swasey of Dartmouth did excellent work in both events. Jordan, too, was a point winner in both dashes.

Dartmouth's victories in the half-mile turned the tide. After waiting

half a lap, Thrall went to the front, and was never headed. Coming up the stretch, Thrall was leading the field by a wide margin, with Jennings second, Wilson of Technology third, and Shipley of Dartmouth fourth, the men crossing the line in the order named. Wilson, however, complained that Jennings had crowded him towards the outside of the track, and after a long conference the judges disqualified Jennings, Wilson getting second place, and Shipley and Carns of Dartmouth third and fourth places.

In the quarter-mile Jennings was again unfortunate, colliding with Gould of Technology while both were trying to get the pole at the first turn. Both men fell, and did not continue.

The hurdle races were productive of the best sport of the day. In the 120 hurdles Hubbard of Amherst and Shaw of Dartmouth quickly drew away from Griswold of Williams and Gray of Dartmouth, the two running side by side until the fifth hurdle was reached, when Hubbard assumed a slight lead and won by a yard. Two heats were run in the 220 hurdles, Griswold of Williams defeating Pond of Trinity, and Hubbard of Amherst winning from Shaw in the record-breaking time of 24 4-5 seconds.

The final was another battle between the two stars. The field got away evenly with the gun, Shaw and Hubbard running like a team during the early part of the race. At the seventh hurdle Shaw had a slight lead, which was increased when Hubbard caught his toe in the next hurdle. In the sprint to the tape, however, the superior strength of the Amherst man, a picture of power, came to his rescue, and he won the race by a few inches.

Gage and Blake of Dartmouth did exceptionally well in the hammer

throw, the former taking first, and the latter third. Captain Hazen had no difficulty in winning the pole vault at 11 feet, but in a trial for the record at 11 feet, 8 inches, failed to get over the bar.

#### The summaries :

100-yard dash—Final heat, won by Resigari, Tufts; Porter, Maine, second; Jordan, Dartmouth, third; Swasey, Dartmouth, fourth. Time—10 1-5s.

220-yard dash—Final heat, won by Porter, Maine, Resigari, Tufts, second; Swasey, Dartmouth, third; Jordan, Dartmouth, fourth. Time—22 4 5s.

440-yard dash—Won by Howe, Tech; Kimball, Bowdoin, second; Wyman, Maine, third; Honiss, Brown, fourth. Time—53 3-5s.

880-yard run—Won by Thrall, Dartmouth; Wilson, Tech, second; Shipley, Dartmouth, third; Carns, Dartmouth, fourth. Time—2m. 4 3-5s.

One-mile run—Won by Tucker, Brown; Wright, Brown, second; Gray, Wesleyan, third; Buckingham, Tech, fourth. Time—4m. 37 3-5s.

Two-mile run—Won by Tucker, Brown; Bonner, Williams, second; D. S. Robinson, Bowdoin, third; Gallup, Brown, fourth. Time—10m. 19 3-5s.

120-yard high hurdles—Won by Hubbard, Amherst; Shaw, Dartmouth, second; Griswold, Williams, third; Gray, Dartmouth, fourth. Time—15 4-5s.

220-yard low hurdles—Final heat won by Hubbard, Amherst; Shaw, Dartmouth, second; Pond, Trinity, third; Griswold, Williams, fourth. Time—24 4-5s.

#### COLLEGE NOTES

The Turtle Junior society has made the following elections from the Sophomore class : F. A. Cooper, C. L. DeAngelis, W. B. Evans, J. B. Glaze, M. Hull, A. M. Perkins, E. D. Rich, G. E. Shipley, P. M. Smith, A. T. Soule, R. F. Thompson, H. K. Williams.

The Chess Club was defeated by M. I. T. in Boston, April 5, by the score of four matches to one.

Professor Robert L. Taylor of the department of French was married, April 21, in New York, to Miss Grace L. Burlingham.

The Reverend Doctor Arthur H. Smith, missionary to China, spoke in the College Church, May 6.

The College has recently made a large addition to the geological department by the accession of stone slabs imprinted with the tracks of animals. Most of them are the well-known "bird tracks," made by reptiles having hind feet like those of birds. Some of these impressions are eighteen feet long with a stride of nine feet. Other impressions are those of crustacea, worms and insects. Some idea of their bulk may be gained from the fact that they filled two freight cars and weighed twelve tons. This valuable addition is made through the liberality of the trustees of T. M. Stoughton of Turner's Falls, Mass.

Clarence Percy Skillin '08, of Oak Park, Ill., has been elected captain of the baseball team for next year.

Dartmouth defeated the University of Vermont in a tennis tournament in Hanover, May 10 and 11, winning eleven out of thirteen matches. The Dartmouth team consisted of Burtch, Rotch, Cunningham, and McLane.

Harry R. Blythe '07 of Aurora, Ill., and Harry George Kelley '07 of Omaha, Neb., have been chosen editor-in-chief and business manager, respectively, of the *Dartmouth Magazine* for next year.

The Glee Club has elected Charles H. Hathaway '07 of Malden, Mass., leader for next year. Robert R. Lane

'07, of Westbrook, Me., will lead the Mandolin Club.

Dartmouth and Amherst tied in both singles and doubles in a dual tennis tournament at Amherst, May 22.

William Jennings '07, of Somerville, Mass., has been chosen captain of the track team for next year. He is strong in half-mile and relay.

The triangular tennis tournament held at Middletown, May 24 and 25, resulted in a victory for Williams,

with Wesleyan second and Dartmouth third.

Williston Seminary won the 13th annual interscholastic meet under the auspices of Dartmouth, June 6, with a total of 63 points. Kimball Union Academy was second with 27 points, and Lebanon third with 16. Colby scored eight points, Bradford 2, and Boston Latin 1.

The annual baseball series between the Sophomores and the Freshmen resulted in a victory for the former, two games to one.



## ALUMNI NOTES

### ALUMNI ASSOCIATIONS

#### THE GENERAL ASSOCIATION

FOUNDED IN 1854

*President*, CHARLES A. YOUNG, '53.

*Vice-Presidents*, { SANFORD H. STEELE, '70.  
DAVID J. FOSTER, '80.  
EDWARD N. PEARSON, '81.

*Secretary*, FRANK A. SHERMAN, '70,  
Hanover, N. H.

*Statistical Secretary*, JOHN M. COMSTOCK, '77  
Chelsea, Vt.

*Treasurer*, PERLEY R. BUGBEE, '90,  
Hanover, N. H.

#### *Executive Committee:*

———(Chairman).

ISAAC F. PAUL, '78 (Secretary).

GEORGE H. M. ROWE, '64.

T. W. D. WORTHEN, '72.

SAMUEL L. POWERS, '74.

W. H. GARDINER, '76.

EDWIN F. JONES, '80.

#### *Committee on Alumni Trustees:*

SAMUEL H. HUDSON, '85, (Chairman).

HERMON HOLT, '70.

JOHN F. THOMPSON, '82.

BENJAMIN TENNEY, '83.

CHARLES B. HAMMOND, '77.

The membership includes all graduates of the College, the Thayer School of Civil Engineering, and the Chandler School of Science and the Arts. Others who receive from the College an Honorary Degree, or are elected at an Annual Meeting, shall be honorary members, but without the right of voting.

The Annual Meeting is held on Tuesday afternoon of Commencement Week. The Alumni Dinner occurs on Wednesday, Commencement Day.

By an arrangement with the Trustees of the College, five of their number are elected to their office upon the nomination by ballot of all Alumni of the College of three years' standing,

one vacancy occurring in the Board at each Commencement.

Ballot forms, containing the names of five candidates who have been selected by the Nominating Committee for the vacancy, are sent to all Alumni two months before Commencement, and the voting closes at 6 P. M. on Tuesday evening of Commencement Week.

#### LOCAL ASSOCIATIONS

BOSTON ASSOCIATION FOUNDED IN 1864

*President*, SAMUEL H. HUDSON, '85.

*Secretary*, GUY W. COX, '93, 73 Tremont St.  
Annual Reunion, January 19, 1906.

NEW YORK ASSOCIATION FOUNDED IN 1866

*President*, FRANCIS BROWN, '70.

*Secretary*, LUCIUS E. VARNEY, '99,  
38 Park Row.  
Annual Dinner, second Tuesday in  
December.

CINCINNATI ASSOCIATION FOUNDED IN 1875

*President*, GEORGE GOODHUE, '76.

*Secretary*, ALBERT H. MORRILL, '97, City Hall  
Annual Reunion in January.

WASHINGTON ASSOCIATION FOUNDED IN 1876

*President*, CHARLES S. CLARK, '82.

*Secretary*, HENRY P. BLAIR, '89,  
213 E. Capitol St.  
Annual Reunion in January.

CHICAGO ASSOCIATION FOUNDED IN 1876

*President*, JAMES P. HOUSTON, '84.

*Secretary*, FREDERICK V. BENNIS, '98,  
259 South Clinton St.  
Annual Reunion, February 2, 1906.

NORTHWEST ASSOCIATION FOUNDED IN 1880

*President*, JOSEPH F. MOORE, '83.

*Secretary*, WARREN UPHAM, '71, State Capitol,  
St. Paul, Minn.

Annual Reunion in Minneapolis in  
January.

PACIFIC COAST ASSOCIATION FOUNDED IN 1881

*President*, THOMAS A. PERKINS, '90.

*Secretary*, S. C. SMITH, '97, 325 Sansome St.,  
San Francisco, Cal.

Annual Reunion, second Thursday  
in April.

MANCHESTER (N. H.) ASSOCIATION FOUNDED IN  
1881

*President*, ELIJAH M. TOPLIFF, '52.

*Secretary*, ARTHUR H. HALE, '86.

Annual Reunion, second Tuesday in  
January.

CONCORD (N. H.) ASSOCIATION FOUNDED IN  
1891

*President*, J. EASTMAN PECKER, '58.

*Secretary*, ———

Annual Reunion, last Wednesday in  
January.

WESTERN MASSACHUSETTS ASSOCIATION  
FOUNDED IN 1892

*President*, EDWARD H. TROWBRIDGE, '81.

*Secretary*, J. FRANK DRAKE, '02, Springfield.  
Annual Reunion at Worcester or at  
Springfield.

VERMONT ASSOCIATION FOUNDED IN 1893

*President*, ———

*Secretary*, FRED A. HOWLAND, '87, Montpelier.  
Annual Reunion at Montpelier in  
October.

"THE GREAT DIVIDE" ASSOCIATION FOUNDED  
IN 1895

*President*, ———

*Secretary*, JOHN M. CONNELLY, '98, Rocky  
Mountain News, Denver, Colo.  
Annual Reunion at Denver, second  
Tuesday in January.

DETROIT ASSOCIATION FOUNDED IN 1895

*President*, ———

*Secretary*, WILLIAM S. SAYRES, '76,  
163 West Willis Ave.

ROCKY MOUNTAIN ASSOCIATION FOUNDED IN  
1895

*President*, CLINTON H. MOORE, '74.

*Secretary*, ARTHUR G. LOMBARD, '79,  
Helena, Mont.

"OF THE PLAIN" ASSOCIATION FOUNDED IN  
1898

*President*, CHARLES W. POLLARD, '95.

*Secretary*, BYRON W. MATTESON, '03,  
Omaha, Neb.

CONNECTICUT ASSOCIATION FOUNDED IN 1901

*President*, DANIEL E. BRADLEY, '83.

*Secretary*, ALBION B. WILSON, '95,  
36 Mahl Ave., Hartford, Conn.

IOWA ASSOCIATION FOUNDED IN 1903

*President*, FRANK W. HODGDON, '94.

*Secretary*, EUGENE D. BURBANK, '91,  
Box 66, Des Moines, Ia.

SOUTHERN CALIFORNIA ASSOCIATION FOUNDED  
IN 1904

*President*, Rev. GEORGE A. GATES, '73.

*Secretary*, WILLIAM D. BLATNER, '05,  
1615 West 7th St., Los Angeles, Cal.

MEDICAL SCHOOL ASSOCIATION FOUNDED IN  
1886

*President*, GRANVILLE P. CONN, M.D., '56.

*Secretary*, HOWARD N. KINGSFORD, M.D., '98,  
Hanover, N. H.

Annual Reunion at Concord, N. H., at the  
time of the meeting of the New Hampshire  
Medical Society in the latter part of May.

THE DARTMOUTH CLUB OF BOSTON FOUNDED  
IN 1890

*President*, ISAAC F. PAUL, '78.

*Secretary*, HORACE G. PENDER, '97,  
209 Washington St.

Regular meetings and dinners are held each month during the year, excepting January, July, August and September. They are held at the University Club, 270 Beacon Street, or at some up-town hotel, on the evening of the second Friday of the month. The Annual Meeting is that held in December.

THE DARTMOUTH CLUB OF THE CITY OF NEW  
YORK FOUNDED IN 1899. INCORPORATED  
1904, DARTMOUTH CLUB OF NEW YORK

*President*, LUTHER B. LITTLE, '82.

*Secretary*, LUCIUS E. VARNEY, '99,  
38 Park Row  
Club Rooms, 12 West 44th Street.

Annual corporate meeting held last Thursday in March.

Regular meetings and dinners held the second Tuesday of each month except July and August. Club night every Tuesday evening.

THE DARTMOUTH LUNCH CLUB OF WORCESTER,  
MASS., FOUNDED IN 1904

*President*, LEVI L. CONANT, '79.

*Secretary*, DANA M. DUSTAN, '80.

THE DARTMOUTH CLUB OF PITTSBURG.

*President*, AUGUSTINE V. BARKER, '72.

*Secretary*, LOUIS H. W. FRENCH, '88,  
6007 Center Ave.  
Annual Meeting in February.

CLASS SECRETARIES

'45 James W. Rollins, Esq., 27 School St., Boston, Mass.

'46 Dr. J. Whitney Barstow, 1 Gramercy Park, N. Y.

'50 Dr. John Ordronaux, Roslyn, N. Y.

'52 Mr. Martin H. Fiske, Temple, N. H.

'53 Rev. Silvanus Hayward, Globe Village, Mass.

'54 Rev. S. L. B. Speare, 369 Atlantic Ave., Boston, Mass.

'55 S. R. Bond, Esq., 321 John Marshall Place, Washington, D. C.

'56 Rev. F. D. Ayer, 3739 Walnut St., Philadelphia, Penn.

'57 Dr. John H. Clark, Amherst, N. H.

'61 Hon. George A. Marden, 84 Fairmount St., Lowell, Mass.

'62 Horace S. Cummings, Esq., 1750 K St., N. W., Washington, D. C.

'63 Mr. M. C. Lamprey, Concord, N. H.

'64 Dr. John C. Webster, 946 Jackson Boulevard, Chicago, Ill.

'65 Rev. Henry I. Cushman, 26 Pitman St., Providence, R. I.

'66 Chester W. Merrill, Esq., 52 E. McMillan St., Cincinnati, Ohio.

'67 Prof. Horace Goodhue, Northfield, Minn.

'68 Prof. Charles F. Emerson, Hanover, N. H.

'69 Mr. Charles P. Chase, Hanover, N. H.

'70 Hon. John H. Hardy, Arlington, Mass.

'71 Prof. M. D. Bisbee, Hanover, N. H.

'72 Prof. Albert E. Frost, Winthrop St., Pittsburg, Penn.

'73 Rev. S. Winchester Adriance, Winchester, Mass.

'74 Dr. Charles E. Quimby, 44 West 36th St., New York, N. Y.

'75 Henry W. Stevens, Esq., Concord, N. H.

'76 Mr. William H. Gardiner, 259 South Clinton St., Chicago, Ill.

'77 Mr. John M. Comstock, Chelsea, Vt.

'78 Mr. Walter H. Small, 42 Adelphi Ave., Providence, R. I.

'79 Mr. C. C. Davis, Winchester, N. H.

'80 Mr. Dana M. Dustan, 340 Main St., Worcester, Mass.

'81 Rev. Myron W. Adams, Atlanta University, Atlanta, Georgia.

'82 Luther B. Little, Esq., 5th Ave. Hotel, New York, N. Y.

'83 Prin. S. W. Robertson, Rochester, N. H.

'84 Dr. James P. Houston, 1180 Sheffield Ave., Chicago, Ill.

'85 Prof. H. D. Foster, Hanover, N. H.

'86 William M. Hatch, Esq., 221 Columbus Ave., Boston, Mass.

- '87 Mr. Emerson Rice, Hyde Park, Mass.  
 '88 Rev. William B. Forbush, Madison Ave. Reformed Church, Madison Avenue and 57th St., New York, N. Y.  
 '89 Mr. James C. Flagg, Hackley School, Tarrytown on-Hudson, N. Y.  
 '90 Charles A. Perkins, Esq., Criminal Courts Bldg., New York, N. Y.  
 '94 Mr. Frank E. Rowe, 79 Milk St., Boston, Mass.  
 '92 Barron Shirley, Esq., Franklin, N. H.  
 '93 Mr. H. C. Pearson, Concord, N. H.  
 '94 Rev. Charles C. Merrill, Winchendon, Mass.  
 '95 Mr. Frank P. Dodge, Boulder, Colo.  
 '96 Carl H. Richardson, Esq., 27 School St., Boston, Mass.  
 '97 John M. Boyd, Esq., Boston University, Boston, Mass.  
 '98 Herbert W. Blake, Esq., Island Pond, Vt.  
 '99 Mr. Elmer W. Barstow, Central Grammar School, New Britain, Conn.  
 '00 Mr. Henry N. Teague, Hotel Gotham, 5th Avenue and 55th St., N. Y.  
 '01 Channing H. Cox, Esq., 439-439 Tremont Bldg., Boston, Mass.  
 '02 Mr. W. C. Hill, Journal Office, Boston, Mass.  
 '03 Mr. Jeremiah F. Mahoney, 10 Oxford St., Cambridge, Mass.  
 '04 Mr. H. E. Woodward, 1727 Cambridge St., Cambridge, Mass.  
 '05 Mr. Edgar Gilbert, Methuen, Mass.

## CLASS OF 1850

*Secretary, Dr. John Ordranax, Roslyn, N. Y.*

Alfred Russell died recently at Detroit, Michigan, of apoplexy, while speaking at the annual banquet of the Society of Colonial Wars. Alfred Russell was born at Plymouth, N. H., March 18, 1831. He was the son of William Wallace Russell, and Susan Webster Russell, and was related to Daniel Webster. His early education was received at Holmes Academy, Plymouth; Gilmanton Academy, at Gilmanton, and Kimball Union Academy, at Meriden. He entered Dartmouth College and graduated with the class of 1850. Immediately after graduation he entered the law office of

William C. Thompson of Plymouth, a son of the preceptor of Daniel Webster, and later took a course in the law department of Harvard University, from which he graduated in 1852 as bachelor of laws. He was admitted to the bar at Meredith Bridge, now Laconia, N. H., in October, 1852. The following month he moved to Detroit, where he entered the office of the late James F. Joy, at that time one of the city's leading attorneys. After passing one year in this office, he formed a partnership with Judge C. I. Walker, and his brother. This partnership continued until 1861, when President Lincoln appointed him assistant United States district attorney for Michigan, this being the only office he ever consented to hold. Secretary of State Seward intrusted him during the war with important diplomatic missions to Canada in connection with St. Albans and Lake Erie raids.

He was a member and officer of many societies and clubs, was a director of the Chamber of Commerce of Detroit at the inception of the enterprise, and was instrumental in obtaining legislation for it and in selecting the building site. He was general attorney in Michigan for the Wabash railroad and held various other important positions.

In October, 1857, he married Ellen P. England, of St. Albans, Vt., whose death took place a few years ago.

Besides Mrs. Roberts he is survived by two other daughters, Mrs. Louise Maughan, Boston, Mass., and Mrs. John Glenn, Buffalo, N. Y.

Dartmouth College conferred upon him the degree of doctor of laws in 1890.

## CLASS OF 1852

*Secretary, Martin H. Fiske, Temple, N. H.*

Judge Phineas Ayer of Duluth died there on February 28 of general debility brought on by age, he being seventy-six. He was for twelve years judge of probate for St. Louis county, Duluth, and had long been a prominent figure in and around Duluth. He was born in May, 1830, at Haverhill, N. H., and graduated from Dartmouth College in 1852. He read law under Judge Bellows and graduated from Harvard Law School in

1854. The class of 1854 was one of Harvard's most famous classes, among the members being Joseph H. Choate. Judge Ayer was at one time a leader of the Boston bar. Since the death of his wife his years had told rapidly upon him. He never had been well a day since he left college. He grew morose and melancholy at times and appeared to constantly grieve over her death. He had been in Duluth twenty-three years.

#### CLASS OF 1856

*Secretary, F. D. Ayer, 3739 Walnut St., Philadelphia, Penn.*

The class of 1856 will meet for its fiftieth anniversary, Tuesday, June 26, at two o'clock p. m. There are twenty-one of the members living out of the fifty-nine who were graduated, and it is expected that more than half of them will attend the meeting.

The wife of Judge W. L. Peabody of Washington, D. C., died March 20, 1906.

Rev. J. L. Merrill of Winchendon, Mass., has been deeply afflicted, his wife dying February 3, 1906, and his daughter died May 10, 1906.

F. D. Ayer has gone to spend the summer in his cottage at Pigeon Cove.

#### CLASS OF 1858

After forty-six years of active service as a Congregational minister, Reverend Doctor Samuel L. Gerould died May 22, at Hollis, N. H., after a long illness.

He was a well-known minister of the state and one of the older graduates of Dartmouth College. He was well-known in the world of letters as well as among the clergy and the members of his various parishes. Reverend Mr. Gerould was born in Alstead, N. H., July 11, 1830. He graduated from Dartmouth in 1858, and then attended the Union Theological Seminary in New York, from which he entered the ministry. His first pastorate was at Stoddard, N. H., beginning in 1860 and ending in 1868. From 1868 to 1886 he was pastor of the Congregational church at Goffstown, and in 1886 he came to Hollis as minister of the Congregational church, which post he held until his death. Dur-

ing the Civil War he served in the 14th New Hampshire volunteers as chaplain, on leave of absence from his church from 1862 to 1865. For thirty-three years he had been statistical secretary of the general association of ministers and published in book form annually the minutes of the association. He had written two histories of his class at Dartmouth, of which he was secretary, the Gerould genealogy, and a valuable book, "Churches and Ministers of New Hampshire," published in 1900. He received the degree of doctor of divinity from Dartmouth College.

He is survived by his wife and seven children.

#### CLASS OF 1863

*Secretary, M. C. Lamprey, Concord, N. H.*  
M. C. Lamprey has recently returned from a trip to Cuba and Florida.

#### CLASS OF 1867

*Secretary, Horace Goodhue, Northfield, Minn.*

Judge Elisha Burr Maynard died at his home in Springfield, Mass., on May 28, of cerebral hemorrhage, due to the death of his son. He was born in Wilbraham Nov. 21, 1842, but his father removed to Springfield where Judge Maynard spent most of his life. After leaving college he read law with Judge Knowlton and soon after began its practice in Springfield. He began almost immediately to hold public office as city solicitor, mayor, member of the Common Council and of the General Court. In 1891 he was appointed associate justice of the Superior Court by Governor Russell. He was married in 1870 to Miss Kate Doty of Springfield, Pa. She died in 1889, and in 1893 he married Miss Luella F. Fay of Springfield, Mass. He is survived by her and by a daughter.

#### CLASS OF 1872

*Secretary, Albert E. Frost, Winthrop St., Pittsburg, Penn.*

About Reverend J. A. Freeman, who has recently left Woodbury, Conn., after an eighteen years' pastorate, to go to Deep



River, in the same state, a correspondent of *The Congregationalist* says: "He is a splendid all-around man—a good preacher, a devoted friend of the poor, and a wise leader."

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CLASS OF 1874

*Secretary, Charles E. Quimby, 44 West 36th St., New York City*

Charles O. Gates died on May 8 in New York City. He had recently resigned his position as President of the Royal Baking Powder Company with the intention of retiring from business entirely. He had also sold his residence in Brooklyn and expected to make his future home in New York. Mr. Gates, while not strictly ill, had not been quite well for some time; but he hoped to regain full health and strength from an automobile trip through England, which he had planned for the coming summer. Mrs. Gates was already abroad and Mr. Gates expected to join her early in June. His illness was not of a nature to cause anxiety, and his sudden death from heart failure was a great shock to all his friends.

Mr. Gates' success in later life had gained him a no less honored position in the business world than he had attained in his earlier years as a teacher. He was born in Fairfield, Iowa, and taught in high school and in Adelphi College, but after his marriage with Miss Elizabeth Hoagland he went into business with his father-in-law in the Cleveland Baking Powder Company. Later, after this company was merged with the Royal, he became president of the company. He leaves a widow and three children, two sons and a daughter.

Charles W. Badgley died suddenly of angina pectoris on May 22 at his residence in Denver, Colo. Mr. Badgley's reputation for unassailable honesty and integrity had made him the candidate of the reform party for county treasurer and resulted in his election to that office in the last municipal campaign.

Early in May, while Mr. Badgley was confined to his house by painful heart disease, frauds were discovered in the treasurer's office. As soon as they became known to him he insisted upon going to the

office despite the warnings of his physician.

While there he was again attacked by angina and died soon after removal to his home. The press of Denver openly charges Mr. Badgley's death to the corporations. The *Denver News* of May 23 says, "That the exposure of the crooked work of subordinates in his office, done at the behest of the local utility corporations, caused the death of County Treasurer C. W. Badgley in the opinion of men who had known him long and well." The *Denver Post* of May 24, says editorially:—"Charles Badgley is dead. Rest his honest soul, and many a heart in Denver is heavier today for the knowledge that a good man is gone. He died when his office was resting under grave charges—charges that meant that there was hidden in that office a dishonest man. Not one voice in Denver, where Charles Badgley lived and died, even dares to hint that he was the man." Mr. Badgley leaves a widow and four children, three sons and a daughter.

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CLASS OF 1875

*Secretary, Henry W. Stevens, Concord, N. H.*

Reverend Leonard Baker Tenney is pastor of the Congregational church at Scotland, Conn. During the past year, he has delivered many lectures in Boston, Quincy, New London, and other places, on "The Immigrant Problem;" "The Italian in the United States;" "Citizenship;" etc.

George P. Burbeck's residence at Oakland was only slightly damaged by the earthquake, he and his family suffering no personal injury. His present address is No. 1218 Broadway, Oakland, Cal.

William H. Hart is engaged in the successful growing of fruit near Poughkeepsie, N. Y. He is regarded as an authority in overcoming obscure difficulties in apple growing, and recently gave an address before the Dutchess County Horticultural Society relating to the more dangerous insect pests. He holds the position of master in the Poughkeepsie grange, Patrons of Husbandry.

On Thursday, May 17, Wilbur H. Powers

of Hyde Park, Mass., delivered an address on the "Elements of Success" before Murphy College at Sevierville, Tennessee.

Rev. F. L. Kingsbury has accepted a call to the Congregational church at Pomeroy, Garfield Co., Washington.

F. E. Crafts has been awarded letters patent on several devices which are proving profitable and he is constantly employed in building good roads, bridges, and canals in the state of New York.

#### CLASS OF 1877

*Secretary, John M. Comstock, Chelsea, Vt.*

Charles Winthrop Eager died at his home in Manchester, N. H., April 7, after an illness of three weeks. He was born in Webster, N. H., June 16, 1854, but his home from boyhood was in Manchester, where he fitted for college at the city high school. In College he was distinguished as an athlete, serving on the university crew in two intercollegiate regattas. Soon after graduation he entered the grocery business with his father and continued in that vocation through life. He was married, Dec. 16, 1887, to S. Jennie Williams, who survives him, with a son and two daughters.

#### CLASS OF 1880

*Secretary, Dana M. Dustan, 340 Main St., Worcester, Mass.*

The following members of the Class of '80 were present to celebrate the 25th anniversary of graduation:—

William Emerson Barrett, 248 Washington St., Boston, Mass.

Fred Elmer Cluff, Adrian, Mich.

Dana Paul Dame, Roxbury, Mass.

George Henry Danforth, 45 High St., Greenfield, Mass.

George Arthur Dickey, Manchester, N. H.

Dana Marsh Dustan, Worcester, Mass.

William Bainbridge Fellows, Tilton, N. H.

Thomas Flint, Jr., San Juan, Cal.

David Johnson Foster, Burlington, Vt.

Warren Converse French, 237 Broadway, New York City.

George Henry Hubbard, Haverhill, Mass.

Edwin Frank Jones, 936 Elm St., Manchester, N. H.

Frank Morton, 3331 Washington St., San Francisco, Cal.

Samuel Sinclair Perry, 160 Broadway, New York, N. Y.

Clarence Pike, Mansfield Centre, Conn.

Arthur Langdon Spring, 940 Tremont Bldg., Boston, Mass.

James Ephraim Stone, Bow, N. H.

Charles Henry Strout, Bustleton, Philadelphia, Pa.

Frank Stephen Sutcliffe, Newport, N. H.

Webster Thayer, Worcester, Mass.

Edson Walter White, 244 Washington St., Boston, Mass.

Henry William Allen, Manchester, N. H.

William Egbert Badger, 156 Methuen St., Lowell, Mass.

Mart Alph Beal, 105 W. State St., Rockford, Ill.

Arthur Wesley Chase, 534 W. Monroe St., Chicago, Ill.

Charles Sumner Dutton, Norwich, Vt.

Edwin Dewey Field, 19 Exchange Bldg., Duluth, Minn.

Frank Edson Shedd, 93 Federal St., Boston, Mass.

N. W. Sanborn, M.D., Bellingham, Mass.

Since our 25th anniversary William Emerson Barrett has passed away. He had been sick more or less for two or three weeks, and on the morning of the 12th of February, 1906, his strength suddenly collapsed. While in College Barrett was very active in all affairs which concerned the class, representing the class as one of the editors of the *Aegis*, and in his Senior year as Editor in Chief of the *Dartmouth*. Of his public life since graduation, mention has already been made in an earlier issue of the Bi-Monthly.

Chesley, a physician at 1 So. State St., Concord, N. H., has become one of the leading physicians of that city.

Cluff is now a professor of music at Adrian College, Adrian, Mich.

Dame is now superintendent of a school for boys established by the city of Boston at Roxbury, Mass.

Dickey is now state agent for the Provident Life and Trust Ins. Co. for New

Hampshire, with office and residence at Manchester.

Dustan is special agent of the Connecticut Mutual Life Ins. Co. for Worcester County, with office and residence at Worcester, Mass.

Foster is a member of Congress from the western district of the state of Vermont, still retaining his residence at Burlington.

Furman has recently resigned his pastorate at Wilton, N. H., where he located a few years ago so that his wife might receive the benefit of mountain air.

Ham is now located in business at Attleboro, Mass.

Herrick has received the degree of doctor of divinity from the College and is superintendent of home missions for the state of Minnesota.

Hubbard is pastor of the Congregational church in Haverhill, Mass.

Jones is a member of the firm of Burnham, Brown, Jones and Warren, Manchester, N. H.

Morton is principal of the Boys' High School, San Francisco, Cal., and experienced the recent terrible earthquake and its results.

Smith, 2d, our class leader, still resides at Montevideo, Minn., and has been lieutenant-governor of the state.

Spring, 1st, a lawyer connected with the Law Department, City of Boston, has recently recovered from a severe illness.

Spring, 2d, is a physician in Fitchburg, Mass., and we are sorry to learn at the present time is seriously ill.

Sutcliffe last June resigned his position as superintendent of schools, Arlington, Mass., on account of the effect of the climate upon his health and accepted a position as superintendent of schools at Newport, N. H.

Thayer at the Commencement Dinner last year spoke for the Class of '80, being introduced as captain of the first nine which won games from all the leading New England colleges.

Badger is still living at Lowell, and for a time was acting mayor.

Shedd has been elected vice president of the Greene-Lockwood Co., mill engineers, 93 Federal St., Boston, Mass.

Benjamin F. Armitage died October 28, 1905, at Monmouth, Ill. He was born in West Brookfield in 1853. At an early age his mother died and he was brought up by an uncle and aunt in Northfield, Vt. He was prepared for college in the public schools and entered Dartmouth in the fall of '75, but had to lose a year on account of illness. He taught in Vermont schools till 1883 when he became superintendent of schools in Cairo, Ill. At the end of three years he accepted the same position in Mattoon, which he held for fourteen years. He studied at Chicago University for a year, and then took charge of the schools of Monmouth, where he was highly honored. In 1890, he married Miss Annie Williams of Mattoon who survives him. Resolutions in the form of a tribute to his life of service were passed by the Chicago Alumni Association, Feb. 2, 1906.

#### CLASS OF 1882

*Secretary, Luther B. Little, Fifth Avenue Hotel, New York City*

Reverend Lyman D. Cook, who has been for two or three years pastor of Trinity Methodist church at Troy, N. Y., has recently removed to Cambridge, N. Y., to take charge of a flourishing church there.

Edward B. London is a practicing attorney at Fairbanks, Alaska, making a specialty of mining law. According to newspaper reports from Fairbanks, he is the owner of a claim which has recently proven one of the richest in the neighborhood.

William G. Porter of Sioux Falls, S. D., who has been, since 1898, assistant United States Attorney for South Dakota, has recently been filling the position of his former chief who resigned some weeks ago. The Sioux City, Ia. *Journal* in a recent article discussing Mr. Porter's qualifications for the appointment to fill the vacancy spoke of him as "one of the strong men of the state." He was state's attorney for Custer County, S. D. from 1890 to 1895 and has been since 1898 either secretary or president of the Republican State League, holding the last named office now.

## CLASS OF 1885

*Secretary, Herbert D. Foster, Hanover, N. H.*

John H. Colby is about returning from the third business trip he has made to London and Paris since last October.

S. H. Hudson has recently been appointed by Governor Guild one of three license commissioners for the city of Boston. As president of the Boston Alumni Association he represented that association at the recent banquet of the Central Massachusetts Association at Worcester.

G. C. Kimball left D. C. Heath and Company on February 1 and formed a corporation with his brother-in-law under the firm name of Byron E. Bailey and Company, 31 and 33 Winter St., Boston. His home address is 158 Salisbury Road, Brookline, Mass.

A. W. Whitecomb (non-grad.) left San Francisco two days before the earthquake. The New York firm of which he is secretary lost quite heavily in the fire. Whitecomb returned to the city and the branch office started again in thirty days.

The following members of the class have visited Hanover since the reunion in 1905: John H. Colby, February 16-18, at the time of the opening of the New Dartmouth Hall; George H. Whitecomb with his family of six children in July; R. W. Pillsbury (non-grad.) in March.

At the annual round-up in Boston held at the Boston Club, May 18, there were present Allard, Austin, Bayley, Briggs, Darling, Floyd, Larimer, Mooers, E. F. Philbrick, and R. W. Pillsbury (non-grad.).

Thomas Leigh, Esq. is the present county attorney of Kennebec county, State of Maine, and had charge of the prosecution of Mrs. Alice F. Cooper on the charge of murder. He has a lucrative practice and is one of the most popular members of the bar in the county.

## CLASS OF 1886

*Secretary, William M. Hatch, 221 Columbus Ave., Boston, Mass.*

The twentieth anniversary and reunion will be held during Commencement Week. The class headquarters will be at Crosby

Hall. Those planning to be present should notify the secretary of the College as well as the class secretary. The class dinner is arranged for Tuesday evening.

Frank B. Brown (non-grad.) is a physician at Dorchester, Mass., address 501 Washington street.

Walter Sampson is principal of the high school at Middleboro, Mass. Other school men are William E. Chaffin, superintendent of schools for Dennis, Yarmouth and Brewster, Mass., and Elmer F. Howard, superintendent for Northfield, Gill, Warwick and Leyden, Mass. Harry H. Burnham is principal of the high school at Biddeford, Maine. John G. Thompson is principal of the Normal School at Fitchburg, Mass. His roommate in College, O. L. Manchester, is a teacher in the Illinois State Normal University, Normal, Ill.

Harry Hall Hanson is the manager of the International Banking Company at Mexico City, Mexico. Karl H. Goodwin is office manager for D. C. Heath and Co., at Chicago. A. P. Richmond is a physician at Dover, N. H., residing at 242 Central Ave. Arthur Fairbanks has accepted the position of professor of Greek at the University of Michigan as coadjutor to Professor D'Ooge. He leaves the University of Iowa this summer to take up his duties at Ann Arbor in the fall.

## CLASS OF 1887

*Secretary, Emerson Rice, Hyde Park, Mass.*

Doctor Charles A. Eastman has been appointed by President Roosevelt to go to the reservations of the Sioux Indians and rechristen each individual. Doctor Eastman has begun his work and already has bestowed nearly 15,000 names on the Sioux. The object of this mission is to provide them with surnames so that the right descent of property may be insured.

## CLASS OF 1888

*Secretary, William B. Forbush, Madison Ave., 157th St., New York City.*

The Reverend John L. Clark who was announced as the new pastor of the Bushwick Avenue Congregational church,

Brooklyn, was mistakenly identified with Clark of this class.

CLASS OF 1889

*Secretary, James C. Flagg, Hackley School, Tarrytown-on-Hudson, N. Y.*

Honorable Stephen O'Meara, honorary, formerly editor of the *Boston Journal*, has been appointed, by Governor Guild of Massachusetts, police commissioner for the city of Boston, under the new law which provides for a single commissioner to succeed the commission of three members. He holds office for five years.

CLASS OF 1893

*Secretary, Harlan C. Pearson, Concord, N. H.*

Died, in Springfield, Mass., May 27, Robert Doty Maynard.

George C. Selden is with the Martin and Hoyt Co., publishers, Atlanta, Ga.

Mr. and Mrs. Walter Wyman Smith of Mankato, Minn., are receiving congratulations on the arrival of a daughter, April 9, 1906.

Reverend Edward Bowers is pastor of the Methodist church at Berlin, N. Y.

Josiah L. Merrill was married Nov. 4, 1905, to Katherine Lackey at Hollidaysburg, Pa. They are at home at the Ansonia Building, 5744 Holden St., Pittsburgh, Pa.

Charles A. French has entered the employ of the New Hampshire state engineer and has been assigned to the supervision of the Cheshire district with headquarters at Keene.

Reverend H. N. Dascomb is minister of the First Congregational church in Port Huron, Michigan.

CLASS OF 1896

*Secretary, Carl H. Richardson, 27 School St., Boston, Mass.*

H. J. Hapgood of Hapgoods Bureau, Las moved into extensive quarters at 309 Broadway. Owing to the increasing business an additional clerical force was needed and Mr. Hapgood found it necessary to double his floor space.

Thomas C. Ham is located at Oklahoma where he is representative of the American Steel and Wire Company.

William J. Randall is one of the most prominent of the real estate men in Chelsea, Mass.

Doctor William M. Gay (non-grad.) is the assistant port physician at the quarantine station in Boston Harbor.

Charles P. Dimick (non-grad.) is president of the Photo Fabric Company of America which has its factory located at Revere, Mass.

CLASS OF 1897

*Secretary, John Merrill Boyd, Office of the Boston University Law School, Boston.*

On May 15 Walter F. Kelley was graduated from the Indiana Medical College, the Medical Department of Purdue University. He has refused the position of assistant surgeon at the Indiana State Soldiers' Home, and will engage in practice at Irvington, Indianapolis, Ind.

Miss Dorcas Floyd Fessie of Portland, Maine, and Richard Boardman of Jersey City, New Jersey, were married at the First Parish church, Portland, on June 2.

Frank C. Johnson has been pursuing special courses at the School of Pedagogy, Columbia University, during the past year.

The address of Remus G. Robinson, given as unknown in the last class report, is now P. O. Box 2172, Birmingham, Alabama.

Burpee C. Taylor is manager of the Canterbury Press, Highland Park, Ill.

CLASS OF 1898

*Secretary, Herbert W. Blake, Island Pond, Vt.*

A. B. Patterson is in the U. S. Forest Service, and is spending the summer in Florida.

J. R. Chandler was married June 12, to Miss Marie Louise Bartlett, daughter of Charles W. Bartlett '69.

Robert Marden has left the Life Insurance business, and is connected with the *Courier Citizen Company*, Lowell, Mass.

A son, Reginald Foster, was recently born to Mr. and Mrs. E. E. French.



George H. Nolen is with Snare and Trieste, Contracting Engineers, of 143 Liberty St., New York City, and is at present engaged in the construction of a water plant for the city of Santiago de Cuba, a large part of the work of which consists in damming the Purgatory River.

Fletcher H. Swift is associate professor in the Department of Education, University of Washington, Seattle, Wash.

W. S. Adams is at the Carnegie Institute of Washington's Solar Observatory, at Mount Washington, Cal.

W. H. Mitchell will spend next year teaching in the University School, at Cleveland, Ohio.

W. E. Hoyt has been recently elected treasurer and clerk of the Day and Hoyt Co., Incor., which succeeds to the business of the firm of Day and Hoyt. Mr. Hoyt is also second lieutenant of the Second Corps of Cadets located in Salem, the body-guard of the Governor of Massachusetts.

J. Albert Anderson is senior partner of the firm of Anderson and Schedlow, Civil Engineers and Surveyors, Rooms 3 and 4, Sherwin Block, Elgin, Ill.

Warren D. Turner, M. D., of Worcester, Vt., was lately married to Miss Blanche M. Bert of New York City.

#### CLASS OF 1899

*Secretary, Elmer W. Barstow, Central Grammar School, New Britain, Conn.*

John M. French was married to Miss Adelaide Emily Collins at the First Parish Universalist church, Malden, Massachusetts, Wednesday, June 6, 1906. Mr. and Mr. French will reside in Denver, Colo.

Professor Herbert A. Miller of Olivet College, Michigan, is the author of an article in *Bibliotheca Sacra* of April, 1906, entitled "Some Psychological Considerations in the Race Problem." The paper discusses certain conclusions from Mr. Miller's method of direct experimentation as to psychological differences between the white and negro races.

#### CLASS OF 1900

*Secretary, Henry N. Teague, Manhasset House, Shelter Island, Long Island.*

Frank H. Guild of Lebanon, New Hamp-

shire, died at his home on May 7. His age was thirty years. He was for several years a traveling salesman for a grain concern. He is survived by a wife and two children.

L. R. Sawyer has resigned his position at San Juan and is studying Spanish in Madrid, Spain.

P. J. Gafforio has graduated from the Harvard Medical School and will receive the M. D. degree this June.

L. B. Richardson and Alice M. Warnoch are to be married June 20.

#### CLASS OF 1901

*Secretary, Channing H. Cox, 433-439 Tremont Bldg., Boston, Mass.*

The Class of 1901 holds its fifth reunion this Commencement and it is expected that from thirty to fifty men will be present.

#### CLASS OF 1902

*Secretary, William C. Hill, 15 Lonsdale St., Ashmont, Boston, Mass.*

Kendall Banning and Miss Hedwig von Briesen were married on May 19 at Fort Wardsworth, Staten Island, New York.

A class tax of one dollar, payable the first of June, has been called by the secretary of the class.

Twenty-one members of the class had a round-up at the New Hampshire club on Walnut street in Boston the evening of March 9.

Francis C. Hall has gone to Alpine, Brewster county, Texas, where he expects to buy a ranch the present month and settle down permanently.

Kenneth Archibald has gone to San Francisco, Cal., to make that place his permanent home.

The present address of F. P. Bunker is desired by the secretary.

Doctor M. W. Peck has opened an office at 26 South Common, Lynn, Mass.

Doctor Burr R. Whitchee has opened an office at 429 Massachusetts Avenue, Boston, Mass.

Reverend Charles H. Harrison has resigned the pastorate of the Free Congregational church, Woodfords, Me., to accept the position of assistant professor of English

and Philosophy in New Hampshire State College at Durham.

#### CLASS OF 1903

*Secretary, Jeremiah F. Mahoney, 10 Oxford St., Cambridge, Mass.*

The triennial reunion of the Class of 1903 will take place at Hanover on June 25, 26, and 27. An informal meeting of the class will be held on Monday evening, June 25, and on Tuesday evening the class dinner will take place at College Hall at 6 p. m. Arrangements for rooms should be made through Mr. W. H. Lillard of the College Hall Association, and any further information may be had through E. H. Kenerson, 29 Beacon Street, Boston, Mass., who is chairman of the committee of arrangements.

W. H. Connor sailed early in May for Zurich, Switzerland, to enter the office of the United Shoe Machinery Co.

The marriage of John H. McElroy to Miss Helen H. Boss of Albany took place on June 6 at Saint Peter's Church, Albany, N. Y.

#### CLASS OF 1905

*Secretary, Edgar Gilbert, Methuen, Mass.*

The engagement was recently announced of George W. Putnam to Miss Bertha M. Cole of Lebanon, N. H. Mr. Putnam will be in Hanover another year, having accepted a position as assistant in the Greek Department.

Edgar Gilbert has been engaged by the town of Salem, N. H., to write the official history of the town. The work will trace the development from the early settlement to the present time, and include genealogies of the families of the town.

Raymond R. Root and Miss Molly W. Perkins were united in marriage at the home of the bride, High Rock Cottage, Topsfield, Mass., on June sixth. Mr. Root is in the offices of Balch Bros. company, publishers of the "Stoddard Lectures," at 36 Bromfield St., Boston, Mass.

Harry G. Halleck (non-grad.) is in the employ of the Isthmian Canal Commission at Gorgona, Canal Zone.

Fred S. Weston has gone to the Philippine Islands in the Survey Department of the United States. He is under a two-years' contract.

The engagement is announced of W. Husten Lillard and Miss Ethel A. Hazen, of Hanover.

#### SOUTHERN CALIFORNIA ASSOCIATION

*Secretary, W. D. Blatner, 421 So. Spring St., Los Angeles, Cal.*

Elaborate preparations were made by the Association of Southern California for the reception to Doctor Tucker held at Pomona College, April 20, but owing to the San Francisco disaster only fifteen men could be present, but it was very enjoyable.

#### THE DARTMOUTH ALUMNI ASSOCIATION OF THE GREAT DIVIDE

*Secretary, Richard E. Leach, 1659 Gilpin St., Denver, Colo.*

A special meeting of this Association was held at the University Club, in Denver, on the evening of May 23, to take action on the death of C. W. Badgley '74—a member who has taken a most active interest in this association since its organization. There were present the following members: Ralph Talbot '72, L. H. Richardson '73, Wm. B. Tebbetts '75, E. C. Stimson '76, Oscar J. Pfeiffer '77, Geo. W. Wright '79, R. C. Campbell '86, Chas. O. Stokes '88, John M. Connelly '98, Richard E. Leach '01, Sherman Smith '03, Louis D. Fauteaux '04, N. L. Wolf '06, Dr. W. W. Grant (Honorary Member.)

The president was directed to convey to Mrs. Badgley and members of the family an expression of the deep sense of regret upon the great loss this association has sustained, the love and admiration this organization had for him as a man, and its sincere sympathy and condolence to them in their sad bereavement.

The affection for "Badgley" (as he was fondly called) as expressed by the sentiments of the members of this hastily called gathering, demonstrated the high regard in which he was held by this association and indicated that his memory is one that will be long cherished.

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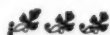
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CHARLES F. EMERSON, Dean.

Correspondence concerning rooms should be addressed to

HOWARD M. TIBBETTS, Registrar.

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